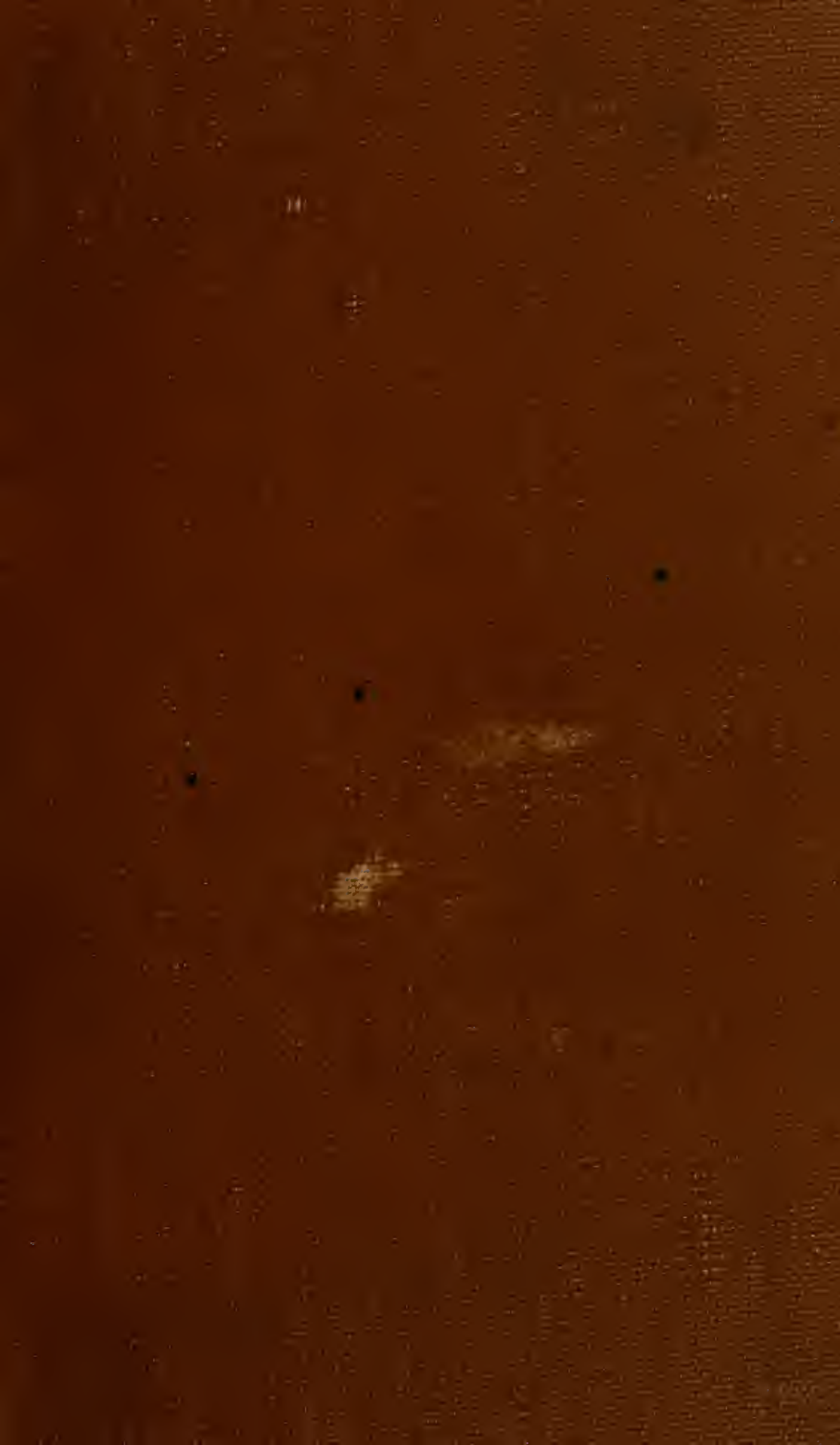




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**MEREDITH COLLEGE
RALEIGH, N. C.**







MEREDITH COLLEGE

RALEIGH, N. C.

QUARTERLY BULLETIN

1909-1910



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MEREDITH COLLEGE

QUARTERLY BULLETIN

NOVEMBER, 1909

After Ten Years

The completion of our first decade suggests that we take account of ourselves and see what has been accomplished or lost within this period. For while comparisons may not always furnish satisfactory evidence of desirable present conditions, they may at least enable us to measure and grade progress or retrogression.

Taking, then, the record of our first session, we find two buildings furnished and equipped and capable of accommodating about 155 teachers and students. But the property was covered with mortgages amounting to \$25,000.00, and this sum was increased within a year to \$43,000.00 by other purchases and improvements. For the school fees having been fixed at cost, no money was available from this source to meet the extra expenditures.

The infirmary at that time consisted of a single room on the second floor of Main Building, exposed to the noises of the school and at the same time in danger of communicating diseases. The dining room of the Main Building was light and airy, but could accommodate only about 100 boarders in all, while the Club dining room could seat only about 40.

The chapel seated about 400, with stage room for 50 others. There were 10 music rooms and 14 recitation

rooms for all purposes. One of the latter was used for the meagre library, which then contained about 100 volumes, and another was devoted to elocution and physical culture.

The Literary Societies, which were organized the first year, were compelled to meet in various recitation rooms, none of which were large enough to accommodate them. The small boiler, which was used for heating only one building, was installed in the cellar below the kitchen.

To-day there are five well-furnished dormitory buildings, capable of accommodating 250 teachers and students. The chapel has been twice enlarged, so that it now seats about 600 on the floor and 100 more on the stage. The main dining room now accommodates 150, while the enlarged dining hall of the Club will seat over 100.

Six large recitation rooms have been added to the teaching accommodations and 30 rooms for music work.

The infirmary, which is now cut off from the other parts of the building, contains two large and well equipped wards and a private room for special or contagious cases. The library accommodations have been doubled in capacity and greatly improved in equipment. Its shelves contain 2,000 volumes, and the reading room tables offer the advantages of 30 magazines and numerous daily and weekly papers. The Literary Societies now meet in their own halls, which are ample, airy and handsomely furnished.

Courses of Instruction

The school of liberal arts has been enlarged by the addition of departments of Bible and Education, each under its own special professor and offering six courses of instruction, which may count six points for the A.B. degree. The

department of Education has a practice school of eight grades for the use of its students, so that these are afforded all the opportunities of a regular normal course. The requirements for the Freshman Class are a year higher in English, Latin, Science, and Modern Languages, and half a year higher in Mathematics. So that now the school lacks only ten hours, or two-thirds of a year, of being eligible to membership in the Southern Association of Colleges, and by next fall this deficiency will be reduced to six hours.

A preparatory school, under the supervision of the college, has been established half a block away from the college grounds and is being successfully conducted under the direction of Miss Foy Johnson, with two assistants.

Instead of the 22 pianos with which the music school began operations, it is now equipped with 35 upright pianos, 2 grands, 5 claviers, a pedal piano, a pedal reed organ and a large three manual pipe organ. Its faculty has grown from 6 to 11; one, the director, for pipe organ, piano and choral training, six for piano, three for voice, and one for violin. The work of the school has been thoroughly organized and systematized; the course of instruction has been raised a full year, and the number of students more than doubled.

At the beginning of the opening session a small and dark recitation room without chair or easel was turned over to the Art teacher for a "studio." The prospects in this department were, therefore, gloomy and cheerless. But the persistent efforts of the teacher induced the trustees within a few months to fit up a beautiful studio, with abundance of room and sky light. And yet, its equipment was pitifully scant. Now a second teacher has been added, who

gives her time to decorative Art. The number of students has increased nearly three-fold, and 35 lockers, a china kiln, china closets, vase forms, brass and copper objects, jugs, jars, draperies, and anatomical casts furnish such equipment for the studio as can be found in few Art schools in the South. It should be added that most of this enlargement in the way of equipment has come through the personal efforts of the Art teachers and students themselves, which have been generously supplemented by contributions from Dr. Paschal and Mr. Z. V. Peed, of Wake Forest; Miss Fannie E. S. Heck and Messrs. Fred. Watson, and J. C. Ellington, of Raleigh; Dr. George W. Purefoy, of Asheville, and a poor, unlettered woman, who wished her younger sister to enjoy the opportunities denied her of studying the beauties of form and color. It ought to be stated here, too, that Dr. Purefoy's liberal generosity has made it possible to place in the main corridors of the principal building large casts of Pallas Athene, Diana, a slab of the Parthenon frieze and a portrait bust of Michael Angelo.

No less remarkable has been the growth in the department of Elocution. Instead of the small unfurnished recitation room in which its work was begun, its present accommodations are ample and attractive, with piano, books and pictures. The department has been organized and the course of instruction has been raised a full year. The number of students has more than doubled, so that the full time of a professor and an instructor is now required for its work; and probably few colleges in the South for women furnish finer opportunities for cultivating the arts of speech.

In this connection, it may be stated that when the school

first opened the professor of Elocution had also to look after the physical culture of the students, without an assistant and with no equipment, in addition to the work of her own department. And she had to do it all in her own cramped quarters. Now an instructor devotes her whole time to the physical development and training of the girls, done in an outdoor court, which is furnished with swings, horizontal bars, teter ladders, giant stride, climbing ropes, flying-rings, chest bars, etc. ; and when the weather compels indoor work, she uses a hall which furnishes excellent facilities for her purpose.

The business department has been abolished, because students in this subject, who generally came with meagre education, were unwilling to spend more than a year in preparation for graduation ; so that our trustees felt unwilling to issue certificates or diplomas in any department which must necessarily represent so little general culture.

The financial progress of the school has not been so great as we could have wished. But while there are still some outstanding obligations, incurred largely by constant improvements and necessary additions to our equipment, the heavy debt of the first year has been lifted, every mortgage has been burned, and a substantial beginning has been made in accumulating an adequate endowment. Some good friends have made known their purpose to bequeath us legacies in their wills, and already our trustees have decided, with the approval of the Baptist State Convention, to begin next December the task of adding \$100,000.00 to our endowment fund and of raising at the same time \$50,000.00 to be utilized for permanent improvements.

† List of Matriculates by Counties

ALAMANCE.

§BARBEE, FERN
 CATES, SALLIE
 HURDLE, ANNIE
 §MALONE, NINA BANKS
 MCBANE, JOSIE JULIAN
 MCVEY, MARY E.
 §PATTERSON, DAISY

ALLEGHANY.

MILLER, SUE

ANSON.

ASHCRAFT, ETHEL
 ASHCRAFT, BESSIE KENNON
 §BENNETT, ELSIE
 §BURNS, BERNICE
 CAUDLE, INEZ
 §COVINGTON, MARY
 COVINGTON, ERANDA
 §COVINGTON, LOIS
 GATHINGS, HATTIE
 §GADDY, NANNIE
 HAIRE, MAUDE IRENE
 HENRY, JEWEL
 §HUNTLEY, NANNIE
 *HUNTLEY, MIRIAM
 HUNTLEY, EVA
 LAMPLEY, DORA
 §McLENDON, ROSALIND
 McLENDON, HELEN
 SHEEK, FANNIE
 SHEEK, PATSEY
 SINGLETON, ROBBIE
 STEGALL, OLLIE
 TARLETON, MARY
 LILES, ALICE

ASHE.

MILLER, EMMA

BEAUFORT.

ORMOND, SALLIE
 PARSONS, MABEL OVERMAN

BERTIE.

BRIDGER, PAULINE
 CASTELLOE, FANNIE
 JENKINS, MATTIE
 JILLCOTT, CAREW
 LEARY, META
 LEARY, AMANDA
 MITCHELL, CARRIE
 §NEWSOM, NORA
 PHELPS, JAVAN
 PHELPS, JENNIE
 PRICE, ELLA
 WHITE, GLADYS
 WHITE, VIRGIE

BLADEN.

BLAND, EUNICE
 §BRADDY, JULIA
 §BRIDGES, LIZZIE
 BRUNT, BEULAH
 BRADLEY, KENELLA
 §BRADLEY, JANETTE
 §PORTER, MAIDIE M.
 §*PORTER, JOHNNIE L.
 §SMITH, LILLIAN
 WILLIAMS, TILLIE

BRUNSWICK.

EDWARDS, ELLA
 JONES, CARRIE
 MURRELL, LELA
 WATSON, LOUISE

BUNCOMBE.

ASHWORTH, EFFIE
 BRADLEY, MEDA
 BRADLEY, ZELLA
 BURNETT, SOPHIE
 CARTER, ELLA
 DEAVERS, NINA
 FREEMAN, FLOY
 HAYNES, MATTIE
 §HAYNES, MARTHA
 MORGAN, MABRYE
 MORGAN, DOLLIE
 OSBORNE, MAGGIE
 PUREFOY, HESLOP

†Please mail any corrections or omissions to L. D. Watson, Jr., Raleigh, N. C.

§Married. *Deceased.

STRINGFIELD, MOZELLE
WOODY, MINNIE
WOODY, NELL
§WOODY, LILLIAN
WRIGHT, MAMIE
WRIGHT, EULA

BURKE.

§COOPER, EMMA
HOFFMAN, LILLIAN

CABARRUS.

SMITH, DAISY

CALDWELL.

CORPERNING, JESSIE
MACKIE, DAISY
SHEARER, ANNIE GORDON

CAMDEN.

BOUSHALL, ELIZABETH
WALKER, HATTIE

CARTERET.

ARTHUR, LUCILE
LEARY, SARAH K.

CASWELL.

BOSWELL, MAUD
BOWLAND, MYRTLE
GRAVES, HELEN WILLIAMS
HARRELSON, ANNIE
§JENNINGS, MRS. MATTIE
MOORE, ETHEL
MOORE, BLANCHE
SHELTON, MARY

CATAWBA.

BOATRIGHT, LENA A.
ERVIN, LULA
ERVIN, CORA
GWALTNEY, KATHERINE

CHATHAM.

§*CHEEK, AVA
CHEEK, LILLIAN
CHEEK, ELLA
CHEEK, ETTA
DIXON, LIZZIE

DORSETTE, MARY M.
HARWARD, MATTIE
HARWARD, BEULAH
HEADEN, SALLIE
HEADEN, LELA
JOHNSON, PEARLE
JOHNSON, ADDIE LOIS
§JORDAN BERTA
§JORDAN, EULALIA
JORDAN, ELMA
MURCHISON, NANNIE
§PASCHAL, CLARA
§PASCHAL, ESPER
PASCHAL, ROSA
§REITZEL, GRACE
*SMITH, EUGENIA
§STRAUGHAN, MARY
STROUD, ADA
TEAGUE, MYRTLE
§WOMBLE, VALLIE
§YATES, EUNICE E.

CHOWAN.

ELLIOTT, ANNIE
RAPER, BEULAH
REA, ADDIE
VANN, MYRA
§WARD, ISA

CLAY.

DAVIS, ELIZABETH

CLEVELAND.

BEAM, LENNA
BURRUS, ELMA
FLACK, ORA
KEETER, OVEIDA
*KENDALL, ALLINE
OSBORNE, GAZZIE
OSBORNE, LUCY
*PRICE, NORA
ROBERTS, EDNA
ROBERTS, ADDIE
SUTTLE, LEILA
§SUTTLE, OLA
TURNER, BESSIE
TURNER, JESSIE M.
WILLIAMS, KATHLEEN
WOODSON, CHARLOTTE
§FALLS, DORA

COLUMBUS.

COUNCIL, IDELL
ENGLISH, MARY
§FORMYDUVAL, RUTH
*MCDANIEL, MARGARET
MEMORY, LEILA
POWELL, LUCY

CRAVEN.

BERRY, MAMIE
CAHOON, IDA V.
CAHOON, MINNIE V.
§WHITTY, MARY KATE

CUMBERLAND.

§BARBER, FANNIE
§DOWNING, CLETA
DOWNING, ELLA
GODWIN, ALICE
HALL, FLORENCE
HALL, EDITH
HOLLINGSWORTH, ANNIE
MEEKS, ELIZABETH
RHODES, LOIS
§RHODES, LUCILLE
TOMLINSON, SALLIE

DAVIDSON.

BOWERS, MINNIE
DANIEL, MINNIE
§HANKINS, BESSIE
§HANKINS, PEARL
JOHNSON, MARY
§MYERS, ALDA
OWENS, SEARLES
OWENS, ALMA
TRICE, NELLIE
TRICE, NORA
WILSON, MARY

DAVIE.

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CAIN, MARGARET
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ETCHISON, SALLIE
HARDING, PEARL

HORN, OCTA
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STROUD, ARABELLA
STONE, BESSIE
STEWART, ANNIE
SWICEGOOD, EDITH
TATUM, GRACE
TATUM, SALLIE
TATUM, PATTIE
TATUM, ROSA MARY

DUPLIN.

§CARTER, MARGIE
CARLTON, ADDIE C.
COOPER, MARY
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HALL, LEARY
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POWELL, EMMA
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BOWLING, CORINNE
COTHRAN, ALLIE
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HORTON, ANNIE
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MARKHAM, LENA
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§PAGE, PATTIE LEE
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§POTEAT, FOY
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SHEPHERD, LURLIE
UPCHURCH, ADDIE
WHITAKER, ELEANOR

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AUSTIN, CATHERIN
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 §EAGLES, FRANCES
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 §GRIMES, LIZZIE
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 KNIGHT, FANNIE
 KNIGHT, EMMA
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 LANCASTER, ETTA

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 VICKERS, BIRDIE

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 HALL, LYNNE
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 LEWIS, PEARL
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 STROUP, PEARL

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§UNDERWOOD, ETHEL
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WILLIAMS, DAPHNIE

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CROOM, ELIZABETH
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DAWSON, IDA
ISLER, LOULA
ISLER, ELIZA
MOORE, IDA F.
§MITCHELL, GLADYS
PARROTT, ETHEL
POLLOCK, EMILY
ROUSE, E.
SMITH, M.
§TULL, KATE
§TULL, BETTIE
§TULL, LOTTIE
§WOOTEN, ELIZA
§WOOTEN, ADA
§WOOTEN, CLARA

LINCOLN.

COSTNER, ALDA
MCLEAN, MILDRED

MACON.

COOK, BERTIE
JARRETT, GRADY

MADISON.

§ANDERSON, BERTHA
BRUCE, GRACE
EDWARDS, HATTIE
§EDWARDS, LEONORA
ENGLISH, ORLA
§HUFF, CLARA
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§MARSHBANKS, CORA
MARSHBANKS, FUSCHIA
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MCNEIL, ROD
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CRITCHER, LETTIE
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*MARTIN, VICTORIA
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§WILLIAMS, IDA
WILLIAMS, KATE

McDOWELL.

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§MORGAN, FAY

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ALLEN, LOLA
ALLEN, LENA
§ASBURY, EVA
§BATTEN, IDA
BATTEN, CATTIE
§DEATON, DELLA
§DEBERRY, ANNIE
HARRIS, ALBERTA
*LEACH, ESTHER
LEACH, LYDIA
§MARTIN, ILA
MCINTOSH, JENNIE
§UNDERWOOD, KATHELEEN
WADE, BONNIE
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MOORE.

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§BROOKS, MATTIE B.
CHISHOLM, CORINNA
GILES, PRUDENCE
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JACKSON, SALLIE

JONES, MAIE
 §KIVETT, FRANKIE
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 LILES, ALICE
 MUSE, KATHERINE
 PETTY, LUCY
 POWELL, FANNIE
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 SADLESON, GRACE
 THOMAS, CLAUDIA
 THOMAS, CARRIE
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 WHITE, LOTTIE A.
 WILLIAMS, MILDRED

MECKLENBURG.

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 ALEXANDER, KATHELEEN
 BABBINGTON, JOHNSIE
 BENTON, HALLIE
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 COOKE, CARRIE
 COOKE, B.
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 CREIGHTON, DESSIE
 DRAKE, DAISY
 HUNTLEY, EULALIA
 McLEAN, MAMIE
 MORRIS, RUBY
 ROSS, E.
 SHELL, CLAUDIA
 §SMITH, GAITHER
 §WITHERS, LUCILLE DEVEREUX

NASH.

AVERA, FLORENCE
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 BAKER, NELLIE MAY
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 BONE, PATTIE
 BRANTLEY, NORA
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 §CAMP, MYRTLE Y.
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 COLEY, MARY
 §CONE, ANNIE
 CONE, MARY B.
 CULLOM, FLORENCE
 DICKINSON, ALICE

§DILLARD, EFFIE
 §JONES, BESSIE
 PIERCE, EFFIE
 PIERCE, ANNIE
 §ROSS, LAURA
 SHEARIN, MARY D.
 §SHEARIN, ROSA
 §SLEDGE, EVA MARTHA
 VICK, SUE
 §WESTRAY, ROSA B.
 WILLIAMS, WESTIE

NEW HANOVER.

ANDERSON, VIOLA
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 BAUCOM, GRACE
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 KINGSBURY, LUCILE
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 LATHROP, CORA CLAIRE
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 SNEAD, MARY B.

NORTHAMPTON.

§BUNTON, MARY
 §FUTRELL, HELEN
 LAMBERTSON, WILLIE
 §PRUDEN, VERONA
 §*REVELLE, CHARLIE

ONSLow.

COX, IDA MAIE
 §COX, MAUD

ORANGE.

CATES, LOIS
 LYNCH, NANNIE G.
 MERRITT, MYRTLE
 PUREFOY, MARGARET
 ROBESON, NELLIE
 §STROUD, ADA
 *TINNIN, MINERVA

PAMLICO.

§POTTER, LEONA
§POTTER, PHEREBY HUGH

PASQUOTANK.

AYDLETT, ETIE
AYDLETT, EVELYN
GREGORY, LUCY
§HEATH, LULA
§LEARY, LILLIAN M.
§PRICE, LENA
SAWYER, MARY

PENDER.

CORBETT, LORENA
*CORBETT, MARY ELLEN
HENRY, MAMIE
§HOLLINGSWORTH, MAGGIE

PERQUIMANS.

PARKER, ISA

PERSON.

BASS, FANNIE
BASS, LILLIAN J.
BRADSHIER, SUE C.
HUMPHRIES, MARY B.
§SPENCER, MABEL
§WALTERS, GERTRUDE
WALTERS, MOLLYE
§WOODY, ELMA

PITT.

ALLEN, IRMA
§BRINKLEY, MAMIE
CARROLL, ETHEL
COX, DORA
COX, LAURA
§COX, ROSA
COX, JAMMIMA
§FORBES, HELEN
§FORBES, DELLA
§GRIMES, MATTIE
§HARRINGTON, EMMA
MOORE, SUSAN
MOORE, LIZZINIA
§MOORING, BESSIE C.
§QUINN, MINNIE
RAGSDALE, HENNIE S.

STANCIL, MATTIE
TUCKER, MAMIE
WHICHARD, BESSIE

RANDOLPH.

COPELAND, MARY
§FRAZIER, ROLELA
§GRIFFIN, BESSIE
LASSITER, JESSIE
MOORING, MINNIE
§OLIVE, ETHEL
PARKER, MELITA
PATTERSON, SALLIE
PATTERSON, NELLIE
§*REITZELL, GRACE
RUSSELL, GERTRUDE

RICHMOND.

BUTLER, DORA
§BUTLER, ELLA
§DOCKERY, LIZZIE
DOCKERY, ANNA
DAVIE, HATTIE
§HINSON, LILLIE MAE
LEWIS, AMANDA
§LIDE, MAIE
LONG, FANNIE
§WRIGHT, GERTRUDE
WRIGHT, MARY

ROBESON.

COBB, PEARL
DOWELL, ROSINA
HAMMOND, AMORETTE
HIGLER, ETHEL
HUMPHREY, LENA
JOHNSON, ELLA NORA
JOHNSON, ANNIE
LANCASTER, LEITHA
LEWIS, ANNIE
LYTCH, NAOMI
§MITCHELL, MAUDE
PITTMAN, MAGGIE
SMITH, SALLIE
TYNER, ADDIE
TYNER, BETTIE
WARD, MARGARET
WARD, REBECCA
WEATHERLY, LYDA
§WILLIAMS, EVA

ROCKINGHAM.

§BURTON, MAMIE
 CUMMINGS, JENNIE
 CUMMINGS, GLADYS
 ELLINGTON, NINA
 §FERGUSON, MARGARET
 GAYLOR, MARTHA
 GWYNN, IDA
 §IVIE, CHATTIE
 §KING, MARY S.
 §KING, JESSIE
 §KING, MYRTLE
 MARTIN, SADIE ESTHER
 NEAL, CORA
 PIGG, NANNIE
 PIGG, CLARA
 §PRATT, GRACE
 §PRATT, BESSIE
 §SCOGGINS, ANNIE
 TAYLOR, MARTHA
 §VENABLE, EDNA
 §VICKERS, ADA
 *WALL, HENRIETTA
 §WILSON, LOULA

ROWAN.

CHILSON, MARY
 EATON, LUCY B.
 §HORNE, MAMIE
 WRIGHT, GENEVA

RUTHERFORD.

§FORTUNE, CLAUDIA
 GRAYSON, VIRGINIA
 HAMRICK, CORA ANNA
 HAYES, EULA M.
 HAYNES, VIRGINIA
 §JACKSON, ETHEL
 JUSTICE, ANNIE
 §KING, CLEO
 MCBRAYER, NELLIE
 MOORE, JEAN
 MOORE, FOYE
 SCOGGINS, LYDIA
 §*YOUNG, OLIVE
 YOUNG, KATHELEEN

SAMPSON.

AUTRY, BERTHA
 §BEAMAN, KATIE

§BULLARD, EVA KATE
 BUTLER, FLORENCE M.
 DUNCAN, FLORENCE
 §EZZELL, NELLIE
 §HATCHER, BERTA
 §HERRING, LUPHELIA
 §HERRING, BERTA
 §HIGHSMITH, LELA
 HIGHSMITH, MEDA
 HIGHSMITH, BESSIE
 §HOOD, ALLIE
 HOWARD, LOULA
 HOWARD, VIVIAN
 §HOWARD, RENA
 HOWARD, MARY
 §HUBBARD, FLORENCE
 JOHNSON, BESSIE
 JOHNSON, RUBY
 JOHNSON, SUDIE
 §KING, ELLA
 §MARSHBURN, MATTIE
 §MELVIN, ELIZA
 MERRITT, HETTIE
 OATES, BESSIE
 §PETERSON, NINA
 SMITH, FANNIE
 WHITE, ANNIE KATE
 WILLIFORD, GEORGIA

SCOTLAND.

§LEE, FANNIE
 §LEE, MAUDE
 §LEE, TILLIE
 §MASON, JANIE
 MASON, GEORGIA
 §MCKAY, RUBY
 MCMILLIAN, ONETAH

STANLY.

AUSTIN, ODESSA
 §COGGIN, CORINNA
 KIRK, ESTHER
 MARKS, PATTIE
 §PARKER, DORA
 §PARKER, ADAH
 PARKER, LIZZIE
 §PARKER, LETHA
 §PARKER, MAGGIE
 §PENNINGTON, PEARL
 §RUSSELL, BESSIE
 §WATKINS, CHARLOTTE

STOKES.

§CULLER, NONNIE
 PHILLIPS, MELISA
 STYERS, SARAH

SURRY.

§ALLRED, MYRTLE
 BLAND, ALMA
 BOOKER, CAROLINE LEE
 *BURROWS, ETHEL
 §FOWLER, MAMIE LEE
 GALLOWAY, ALINE
 §*GALLOWAY, GRACE
 KAPP, DIETTE
 REECE, BLANCHE
 §THOMPSON, MAMIE
 §WELBORNE, MRS. M. E.

TYRRELL.

SPRUILL, EVELYN

UNION.

§ASHCRAFT, SARAH ESCA
 BIVENS, MARY LEE
 BIVENS, JANIE
 §HELMS, MAMIE
 HORNE, CONNIE
 HOWIE, BETTIE
 LONG, ONA
 LONG, WILMA
 §MARSH, MARY
 §MORGAN, LILLIE
 §PARKER, MARY F.
 §PERRY, KATE
 §PERRY, MARY
 PRICE, CARMEN
 SANDERS, ANNIE
 WILLIAMS, MARY
 WILLIAMS, ORA K.

VANCE.

§ELMORE, MORTIE
 ELMORE, CARRIE
 GREENWAY, BELLE
 HORNER, LILIE
 KELLY, MABLE
 PARRISH, KATE R.
 §PITTMAN, ELIZABETH
 WATKINS, MINNIE BELLE
 WILLIAMS, C.
 WILLIAMS, M.

WAKE.

ADAMS, ANNIE
 ADAMS, SUSIE
 ALLEN, HELEN
 ALLEN, MARGARET
 §ALLEN, NELLA
 ALLEN, HAZEL
 ALLEN, MARTHA
 ALDERMAN, MRS. W. H.
 ANDERSON, MRS. ALBERT
 ARRINGTON, MAUD
 ASHE, MARY
 BARKER, ELSIE
 BARROW, ROSA
 BAUCOM, CLAUDIA
 BAUCOM, KITTIE
 BAUCOM, EULA
 BAUGH, MAMIE
 BAUGH, ETHEL
 BALL, GRACE
 BAGWELL, FLOSSIE
 BAGWELL, EULA M.
 BAUCOM, ETHEL
 BETTS, VIVIAN
 BEDDINGFIELD, REBECCA
 BEAVERS, LILIAN
 BERWANGER, MRS. SAM
 BLANCHARD, VALLIE
 BLAND, ROBERTA
 BLEDSOE, EMILY
 BOYLAN, FLORENCE
 BOWLING, ...
 §BRADLEY, LILLIE
 BRADLEY, MARY
 BRIGGS, HELEN
 BROUGHTON, MINNIE
 BROWN, MRS. FABIUS
 BRITT, RUBY
 §BROUGHTON, MAUD
 §BRIGHTWELL, STELLA
 BRIGGS, LULA HALL
 *BRITT, LILLIE
 BRIGHT, MARGARET
 BRIGHT, ADA
 BRINSON, MRS. M. C.
 BROWN, JOSEPHINE
 BROUGHTON, CARRIE
 *BROUGHTON, MARY
 BROUGHTON, ROSA
 §CASTLEBERY, NETA

CLARK, ANNIE
 COLEY, RENNIE
 CRITTENDON, MRS. ETHEL T.
 CULLOM, MRS. W. R.
 CUMMINGS, KATE
 DAVIS, LEITHER
 DEMENT, FRANCES
 DOWELL, LUCY
 DUCKETT, ANNIE
 §DUCKETT, ELLA
 §DUGLAS, LEILA
 DUNCAN, SADIE
 §EDGERTON, VIRGIE
 ELLISON, MUSA
 §ELLINGTON, BERNICE
 §ELLINGTON, LALA
 FARMER, HATTIE
 FAUCETTE, MARGARET
 §FERRELL, ROSA
 FLEMING, MRS. P. B.
 §FORD, ELLA
 GATES, MAUDE
 §GILL, ALLIE
 GILL, ELLA D.
 GILL, MANTIE
 GILL, ANNIE
 GOODNO, RACHEL
 GOODNO, LAVINIA
 * GOWAN, MRS. R. T.
 §GREEN, NINA WATSON
 GREEN, IOLA
 GREEN, MABEL
 GRIFFIN, EMMA
 GULLEY, ISABELLE
 GUNTER, GERTRUDE
 §HARDIE, MAGGIE
 HAYNES, EFFIE
 HECK, PEARL
 HUGHES, RUTH
 §HALLOWAY, FLORA
 HALLOWAY, ROSA
 §HALLOWAY, CARRIE
 JERMAN, MRS. PALMER
 JOHNSON, HATTIE
 JOHNSON, FOYE
 JOLLY, MRS. FRANK
 JONES, CORINNA
 JONES, ANNIE
 KELLY, ANNA
 KELLY, ANA

§KEMP, MAY
 KENNEDY, LINA
 §KIMBLE, PATTIE
 LANNEAU, LOUISE
 LANNEAU, SOPHIE
 LILES, LULA
 LITCHFORD, MRS. LUCRETIA
 LOVE, ALICE
 McDOWELL, MRS. L. W.
 McKINNON, ANNIE
 §MARSHALL, SUSIE
 MASSIE, MRS. J. C.
 MITCHELL, RUBY
 MITCHELL, LULA
 §MORING, DAISY
 §MORING, HELEN
 MOSELEY, MRS. T. B.
 §MYATT, LOULA
 MYATT, MAGGIE
 NEWCOMB, ALICE
 NORRIS, LINA
 NORRIS, NORA
 NORRIS, MARY
 OLIVE, LOULA
 OLIVE, PAULINE
 PACE, ELMA
 PAGE, KATHELEEN
 PAGE, ROSALIND
 PARHAM, SALLIE
 PARKER, JOY
 PENNY, NETA
 PHILLIPS, NEVA
 §PHILLIPS, ROSA
 PIKE, LILIAN
 POTEAT, LOUIE
 PROCTOR, JENNIE
 PURVIS, MRS. H. W.
 PUREFOY, HATTIE
 KAY, MINNIE
 RAY, MARY
 RAINES, TILLIE
 RANSOM, MINNIE
 REAVES, MAMIE
 REDFORD, LAURIE
 REDFORD, MINNIE
 REID, RUBY
 RIDDICK, MRS. W. C.
 RIDDICK, ELSIE
 §RIGGSBEE, MARIE
 RIGSBEE, MYRTLE

ROBERTS, EBIE
 ROBERTS, IVEY
 ROGERS, BESSIE
 ROGERS, MARIE
 §ROGERS, EMMIE
 §ROGERS, ESTELLE
 ROYAL, MRS. W. M.
 §ROYSTER, MAY
 SANDERFORD, HALLIE
 SCARBORO, NELLIE
 SCARBORO, CLEO
 SCARBORO, LOULA
 SEWELL, MIRIAM
 SHADRICK, MARY E.
 §SMEDES, HELEN
 §SMITH, NELLIE
 SMITH, ELMA
 SMITH, ADDIE
 SORREL, NANNIE
 SPENCER, MRS. E. N.
 SPRUIL, FANNIE
 §STAINBACK, CLARA
 STELLE, NANNIE
 STONE, LOSSIE
 TAYLOR, AGNES
 TAYLOR, EDITH
 TAYLOR, JANIE
 TAYLOR, MARY
 THIEM, GERTRUDE
 THOMAS, MRS. J. J.
 *TUCKER, SUSIE
 TUCKER, MRS. ANNIE
 UNDERWOOD, NINA
 UPCHURCH, ETHEL
 UPCHURCH, MAUDE
 UPCHURCH, LESSIE
 UPCHURCH, NORVIE
 UPCHURCH, ETHEL
 UPCHURCH, ZOLA
 VERNON, MARY
 VERNON, KATHRYN
 §VASS, LILLIE
 VASS, ELEANOR
 WALL, MARY
 WATSON, META
 §WALTERS, EDNA
 §WALTERS, VERA
 WATSON, LOTTA
 WARD, MAGGIE
 WARD, REBECCA

WAITT, DAISY
 WEATHERS, ARMELIA
 §WEATHERS, ETHEL
 WHEELER, LOTTA
 §WHITE, LUCY
 WIGGS, BERTHA
 WILLIAMS, JUNITA
 §WILLIS, HAZEL
 WILLIAMSON, MRS. W. H.
 WILLIAMS, MARY
 WINGATE, RUTH
 WOMBLE, MOZELLE
 WYATT, LOUISE
 YOUNG, ALLEEN
 YOUNG, LEILA

WARREN.

DIXON, ANNETTE LEWELLYN
 §GARDNER, SARA LOUISE
 GARDNER, MAMIE E.
 RODWELL, M. NETTIE
 SHEARIN, LUCY FLEMING
 WATKINS, SUE HORTENSE

WAYNE.

AYCOCK, ELIZABETH
 §BETTS, SALLIE
 BIZZELL, MATTIE
 BRITT, SADIE LOULA
 §COX, EUNICE
 DENMARK, ANNIE
 DICKENS, SUSAN
 EDMUNDSON, LIZZIE
 EVANS, MAUDE
 *MARTIN, PEARL
 §McCULLEN, GARNETTE
 OLIVER, MARY L.
 §PIPKIN, ANNIE HALE
 POPE, LUCILE
 POWELL, ELIZABETH
 §STANTON, PHOEBE
 STANLEY, MABEL

WILKES.

§*ABSHER, VARINA
 §FORESTER, LILLIE
 §MCNEIL, MATTIE
 MCNEIL, ROSA
 §WALLACE, CORA

WILSON.

§BARNES, LYNDA
§CHEARS, ELIZABETH B.
CHEARS, LOUISE
CULPEPER, MATTIE
DEW, MOLLIE
EAGLES, FRANCES
HALES, MAMIE
JORDAN, SALLIE
KNIGHT, ANNIE
OWEN, ALMA
RICE, TINA
RILEY, BERTHA
STRICKLAND, DAISY
TAYLOR, ADA
TAYLOR, ANNIE MAY

TAYLOR, CORA
WATSON, PATTIE

YANCEY.

SAMS, MAUD
WILSON, SUE

YADKIN.

§BAGLY, IONE
BENBOW, MATTIE W.
DAVIS, LUCY
DAVIS, MATTIE
DAVIS, HATTIE
§MARTIN, JOYCE
RUTLEDGE, MYRTLE
REAVIS, REBECCA
§SHUGART, NANNIE
§SPEAS, ANNA MAY

Matriculates From Other States

ALABAMA.

WILLIAMS, JANIE

CHINA.

BRYAN, CATHERINE
BRYAN, ELIZA
BRYAN, LOUISE

DELAWARE.

WILLIAMS, ABBEY

FLORIDA.

WALTERS, NELLIE

GEORGIA.

ALFORD, REBECCA
MCLARTY, ANNIE
MOORE, SOPHIA
ROGERS, GRACE
RUFF, MARY ELLA
SIMMS, MATTIE
STILLWELL, MAMIE
TRATER, ALMA
WILKES, MARIAM

MISSISSIPPI.

WHITFIELD, SARAH

NEW JERSEY.

BETTS, FANNIE
BETTS, LUCY GRACE
ROSS, LUCILE

PENNSYLVANIA.

POPE, EVA
POPE, GRACE
§POPE, RUTH

SOUTH CAROLINA.

BELLE, BLANCHE
BELLE, EVA
BELLE, BESSIE
CATO, LUTIE
COVINGTON, FRANCES
DANIELS, WILLENIA
FORD, KATE
GASTON, DORA
GASTON, ALLIE
JOSEY, JENNIE
MCGREGOR, MARY BELLE
MCMILLAN, MAREETA
PEELE, LULA
PHILLIPS, LILLIAN
RAMSEUR, MADIA
ROGERS, SALLIE
SMITH, EVA
STEM, WILLIE LEE

TEALE, NORA OLIVETTE
WATSON, DELIA
WELLS, ETHEL E.
WILLIS, MARCELLA
WRIGHT, LENA
WYSONG, VIVIAN LEE
ZEIGLER, RUTH

TENNESSEE.

ANTHONY, MARY B.
ANTHONY, SUSIE
ANTHONY, ANNIE L.
JOHNSON, MABEL
JOHNSON, ELIZA
KIRKPATRICK, LAURA
YOUNG, LEILA

VIRGINIA.

DIXON, LOUISE
BEALE, ELSIE
BOISSEAU, EDNA

BREWER, JESSIE T.
COFFMAN, MARGARET
FITZGERALD, KATHERINE
HATHAWAY, MARGARET
JOHNSON, ADELA
JOHNSON, MARIE
KITE, MAUDE
LAWRENCE, MARTHA
LAMBERT, SADIE
LEA, EMMA
PEEK, FRANCES
PRIDDY, NORMA
PRIDDY, MARGARET
PULLIAM, BESSIE
SAVAGE, MATTIE
STAPLES, KATHERINE
SYKES, INEZ
WEBSTER, MYRTLE
WILROY, JOSEPHINE
WRIGHT, ANNIE S.

†Alphabetical List of Matriculates

ABISHER, VARINA (MRS. C. A. BOWLES)	Wilkesboro
ADAMS, ANNIE	Willow Springs
ADAMS, SUSIE	Willow Springs
ALDERMAN, KATE	Greensboro
ALDERMAN, MYRTLE	Greensboro
ALFORD, ELLIE REBECCA	Parkerville, Ga.
ALEXANDER, IDA MOORE	Charlotte
ALEXANDER, KATHLEEN	Charlotte
ALLEN, MAIDIE	Youngsville
ALLEN, HELEN (MRS. P. B. ROGERS)	Raleigh
ALLEN, MARGARET	Wake Forest
§ALLEN, NELLA	
ALLEN, HAZEL	Millbrook
ALLEN, MARTHA (MRS. W. H. ALLMAN)	Millbrook
ALLEN, HESTER (MRS. HAYES)	Troy
ALLEN, LOLA	Troy
ALLEN, LENA	Troy
ALLEN, IRMA	Danville, Va.
ALLRED, MYRTLE (MRS. I. V. WEST)	Mt. Airy
ANDERSON, MRS. ALBERT	Raleigh
ANDERSON, VIOLA	Williamston
ANDERSON, BERTHA (MRS. J. M. JAMES, Paint Rock)	Ivey
ANTHONY, MAY BELLE (MRS. J. S. CARNEY)	Ripley, Tenn.
ANTHONY, SUSIE	Ripley, Tenn.
ANTHONY, ANNIE LAURIE	Ripley, Tenn.
ARCHBELL, ANNIE	Kinston
ARRINGTON, MAUD P.	Raleigh
ARTHUR, LUCILE	Morehead
ASHBURY, EVA (MRS. SAM. INGRAM)	Star
ASHWORTH, EFFIE	Fair View
ASHCRAFT, ETHEL	Wadesboro
ASHCRAFT, BESSIE KENNON (MRS. W. E. BROCK.)	Wadesboro
ASHE, MARY P.	Raleigh
ASHCRAFT, SARAH ESCA (MRS. JOHN GREEN)	High Point
AUSTIN, ODESSA	
AUSTIN, CATHERINE	Tarboro

† Please mail any corrections or omissions to L. D. Watson, Jr., Raleigh, N. C.

§ Married.

AUTRY, BERTHA Clement
 AVERA, FLORIDA Rocky Mount
 AVERA, FLORENCE Rocky Mount
 AVERA, MARY ELLA Rocky Mount
 AYCOCK, ALICE Raleigh
 AYCOCK, ELIZABETH Goldsboro
 AYDLETT, ETTIE Elizabeth City
 AYDLETT, EVELYN Elizabeth City

BABBINGTON, JOHNSIE Charlotte
 BARBER, FANNIE (MRS. E. W. LASLEY) Spring Hope
 BARNES, CLEVE Clayton
 BARNES, ETHEL (MRS. FINCH) Wilmington
 BARNES, LYNDA (MRS. A. B. CARMEN) Elm City
 BARBER, FERN (MRS. E. W. LASLEY) Hope Mills
 BATTEN, IDA (MRS. CARNIE BURTON) Mt. Gilead
 BATTEN, CATTIE Alabama
 BATCHELOR, IDA (MRS. AUSTIN) Nashville
 BAKER, NELLIE Rocky Mount
 BARKER, ELSIE Apex
 BAKER, SALLIE Palmyra
 BARROW, ROSA Raleigh
 BAUCOM, CLAUDIA Morrisville
 BAUCOM, KITTIE Raleigh
 BAUCOM, EULA Raleigh
 BAUGH, MINNIE Raleigh
 BAUGH, ETHEL Raleigh
 BAUCOM, GRACE Wilmington
 BALL, GRACE Raleigh
 BALDWIN, MAY (Fletcher, N. C.) Bridgeport, Ala.
 BALDWIN, SUSIE
 BALDWIN, LUCY (MRS. P. M. TURNER, Lexington) Wilmington
 BAGWELL, FLOSSIE Garner
 BAGBY, IONA (MRS. JOE H. RICH)
 BASS, FANNIE Cunningham
 BASS, LILLIAN J. Cunningham
 BAUCOM, ETHEL Morrisville
 BETTS, VIVIAN Raleigh
 BEAM, LENNA Fallston
 BEASLEY, JETTIE Louisburg

BEAMAN, KATIE (MRS. J. C. BARR, Jacksonville, Fla.)	Clinton
BEALE, ELSIE	
BEDDINGFIELD, REBECCA	Raleigh
BEAVERS, LILLIAN	Raleigh
BEEKER, JESSIE	Mocksville
BERRY, MAMIE	
BERRY, ETTA	
BELLE, BLANCHE	Mullins, S. C.
BELLE, BESSIE	Darlington, S. C.
BETTS, SALLIE (MRS. CROCKER)	Raleigh
BETTS, FANNIE	
BETTS, LUCY GRACE	Hudson, N. J.
BENNETT, ELSIE (MRS. I. H. COOKE)	Wadesboro
BENTHALL, EULA (MRS. A. B. BURDEN, Aulander)	St. John's
BENSON, CALLIE (MRS. JAKE WAITE, Micro)	Benson
BENTON, HALLIE	Charlotte
BENBOW, MATTIE	East Bend
BENTON, HALLIE	Charlotte
BERWANGER, MRS. SAM	Raleigh
BIGGS, EMILY	Scotland Neck
BIGGS, CARRIE	Williamston
BIVENS, MARY LEE	Wingate
BIVENS, JANIE	Wingate
BIZZELL, MAMIE	Goldsboro
BIZZELL, MATTIE	Goldsboro
BLAND, EUNICE	Keith
BLALOCK, GENEVA (MRS. G. BARNES)	Cooleemee
BLANCHARD, MINA	Manning, S. C.
BLANCHARD, VALLIE	Raleigh
BLACK, MAY	Kinston
BLAND, ALMA	Elkin
BLAND, ROBERTA	Apex
BLEDSON, EMILY	Raleigh
BOYLAN, FLORENCE	Raleigh
BOWDEN, BEULAH	(Saltillo, Madero Institute, Mex.) Charlotte
BOWLEN, CORINNE	Apex
BOATWRIGHT, LENNA A.	Hickory
BOONE, EUGENE	Cedar Rock
BOOKER, CAROLINA	(Round Peak) Atlanta
BOISSEAU, EDNA	Pittsylvania, Va.

BONE, PATTIE	Nashville
BOSWELL, MAUD	Yanceyville
BOUSHALL, V. ELIZABETH.....	(Belcross) Winterville
BOWLAND, MYRTLE	Mebane
BOWERS, MINNIE	Lake
BOWLING, CORINNA	Rougemont
BOWERS, PRYOR	Airlee
BRADY, JULIA (MRS. JIM WOOTEN, Whitehall).....	West Brook
BRADY, KENELLA	West Brook
BRADLEY, JANETTE (MRS. J. A. WOOTEN, Whitehall)....	West Brook
BRADLEY, MEDA	Morgan Hill
BRADLEY, ZELLA.....	Morgan Hill
BRANTLEY, NORA	Spring Hope
BRANTLEY, ANNIE	Greenville
BRADY, BEETA	Wilmington
BRADY, EDITH	Wilmington
BRADY, ELLA	Wilmington
§BRADLEY, LILLIE.....	Washington, D. C.
BRADLEY, MARY	Raleigh
BRADSHAW, SUE	Roxboro
BREWER, LULA	Raleigh
BREWER, JESSIE	Franklin, Va.
BRIGGS, HELEN	Raleigh
BROOKS, ANNIE	Greensboro
BROUGHTON, MINNIE	Raleigh
BROWN, MRS. FABIUS.....	Raleigh
BROUGHTON, MAUD	Raleigh
BRITT, RUBY	Garner
BRIGHTWELL, STELLA (MRS. M. FORREST).....	Raleigh
BRIGGS, LULA	Raleigh
§BRITT, LILY	Garner
BRITT, RUBY	Garner
BRIGHT, MARGARET	New Hill
BROWN, BESSIE	Ahoskie
BRIGHT, ADA	New Hill
BRINSON, MRS. M. C.....	Raleigh
BROWN, JOSEPHINE	Raleigh
BROUGHTON, CARRIE	Raleigh
BROUGHTON, MARY (MRS. S. O. GARRISON).....	Raleigh
BROUGHTON, ROSA	Raleigh

BROWN, NINA	Kinston
BROWN, BONNIE	Troy
BROWN, ANNIE	Kinston
BRONSON, EMMA	
§BROOKS, MATTIE	Jonesboro
§BROOKS, DAISY	Jonesboro
BRIDGER, PAULINE	Merry Hill
BRIDGER, LIZZIE (MRS. DUNN)	Bladenboro
§BRINKLEY, MAMIE	Whitakers
BRITT, SADIE LOU.....	Goldsboro
BRUNT, BEULAH	White Oak
BRUCE, GRACE	Mars Hill
BRYSON, EMMA	
BRYSON, HELEN (MRS. EDWARD L. BRYSON, Macon, Ga.) ..	Franklin
BRYSON, E.	Selma
BRYAN, ELIZA	Shanghai, China
BRYAN, LOUISE	Shanghai, China
BRYAN, KATHERINE	Shanghai, China
BULLARD, EVA KATE (MRS. BURKE, Pembroke)	Hayne
BUNN, MARIE	Earpsboro
BUTLER, DORA	Hoffman
BUTLER, ELLA (MRS. W. E. ROBERTSON)	Hoffman
BUTLER, FLORENCE M.....	Lumber Bridge
§BURNS, BERNICE	(Wadesboro)—Rochester, N. Y.
BURDEN, PEARL	Aulander
BENNETT, SOPHIE	Black Mountain
BURRUS, ELMA	
§BURKE, MAUDE	Statesville
BURKE, CLARA	LaGrange
BURTT, ELIZABETH DIVINE (MRS. GUSTAVE HAGEDORN, Germany),	Wilmington
BURTON, MINNIE (MRS. W. F. CLEGG, Greensboro)	Reidsville
*BURRUS, ETHEL	Mooresboro
BUXTON, MARY (MRS. GARLAND MYDGETT)	Jackson
CABLE, LETA	(Clayton) Hope Mills
CAHOON, IDA.....	Bridgerton
CAHOON, MINNIE.....	Bridgerton
CAIN, MARGARET	Dunn
CAMP, MYRTLE (MRS. R. D. PHILLIPS)	Rocky Mount

CAUDLE, INEZ	Wadesboro
CARTER, ELLA	Democrat
CARTER, MARGIE (MRS. L. W. BONEY)	Wallace
CARLTON, ADDIE C.	Thomasville
CARRICK, STEPHENS	High Point
CARTER, MATTIE	Littleton
CARTER, AGNES (MRS. WILLIE CALE, Grifton)	Winston
CARROLL, ETHEL	Winterville
CASTLEBURY, NETTA	Method
CASTELLOE, FANNIE	Aulander
CASHWELL, BERTA	Mocksville
CATES, LOIS	Rocky Spring
CATE, LUTIE	Saluda, S. C.
CATES, SALLIE	Burlington
CHARLES, LILA R.	Mocksville
CHEARS, BESSIE BROWNING (MRS. J. G. PARKS, Waxhaw), Elm City	
CHEARS, LOUISE	Elm City
CHEEK, ETTA	Ore Hill
CHEEK, ELLA	Ore Hill
CHEEK, LILLIAN	Rialto
CHISHOLM, CORINNA	Sanford
CHILSON, MARY	Salisbury
CLARK, ANNIE	Raleigh
CLEMENT, EDITH (MRS. CHAPLIN, Norfolk)	Mocksville
COBB, PEARL	Lumber Bridge
COFFMAN, MARGARET	
COGGIN, CORINNA (MRS. CHARLES BOST)	New London
COLLIER, MAMIE	Buies Creek
COLLINS, ROSA	Charlotte
COLEY, MAGGIE	Dortches
COLEY, RENNIE	Raleigh
COLEY, MARY	Rocky Mount
CONE, ANNIE	Spring Hope
CONE, MARY B.	Wendell
COOPER, EMMA (MRS. J. D. LARKIN, Morganton)	Kenansville
COOPER, MARY	Kenansville
COOK, BERTIE	Charlotte
COOKE, NAOMI (MRS. SOLON HOGGARD)	Charlotte
COOKE, CARRIE	Charlotte
COPELAND, MARY	Ramseur

*CORBETT, MARY ELLEN	Currie
CORBETT, LORENA	Currie
CORPENING, JESSIE (Mars Hill)	Oklahoma
COSTNER, ALDA	
COTHRAN, ALLIE	Rougemont
COUNCIL, IDELL	Wannanish
COVINGTON, MARY (MRS. E. W. COVINGTON)	Wadesboro
COVINGTON, ERANDA	Wadesboro
COVINGTON, LOIS (MRS. HERMON SMITH, Florence, S. C.)	Wadesboro
COVINGTON, FRANCES	Florence, S. C.
COX, MARY ESTELLE	Kinston
COX, MAUDE (MRS. I. B. KOONCE)	
COX, IDA	Richlands
COX, DORA	Winterville
COX, LAURA	Winterville
COX, ROSA (MRS. R. H. HUNSUCKER)	Winterville
COX, JEMIMA	Winterville
COX, EUNICE (MRS. F. R. HALL)	Fayetteville
CRAWLEY, JOSEPHINE	Airlee
CREIGHTON, DESSIE	Raleigh
CREECH, ETHEL B.	Clayton
CROOM, ELIZABETH	Kinston
CRISP, ANNIE	Selma
• CRITTENDEN, MRS. ETHEL	Wake Forest
CRITCHER, LETTIE	Williamston
CULLOM, FLORENCE	Raleigh
CULLER, NONNIE (MRS. J. S. STATE)	Pinnacle
CULLOM, MRS. W. R.	Wake Forest
CULPEPPER, MATTIE	Wilson
CUMMINGS, KATE	Raleigh
CUMMINGS, JENNIE	Reidsville
CUMMINGS, GLADYS	Reidsville
CURRIN, ANNIE L. (MRS. EUGENE LEWELLYN)	Oxford
DANIEL, MINNIE	Denton
DANIEL, JANETTE (Hollings, Va.)	Weldon
DANIEL, EVA BELL	Mullins, S. C.
DANIEL, WILLENA	Marion, S. C.
DAWSON, JOHNIE (MRS. HUGH MOORE)	Kinston
DAWSON, IDA	Kinston
DAVIS, LETHA	Wake Forest

*Deceased.

DAVIS, ELIZABETH	
DAVIS, HATTIE B.	Hamlet
DAVIS, LUCY	High Point
DAVIS, MATTIE	Winston
DAVIS, HATTIE	Winston
DAWN, TENNIE (MRS. S. E. CALDERON)	Knoxville, Tenn.
DEAVERS, NINA	Asheville
DEANS, ELLA (MRS. L. H. FREEMAN)	Creedmoor
DEATON, DELLA (MRS. W. L. HUNLEY)	Aberdeen
DEBERRY, ANNIE (MRS. BLAND)	Alabama
DENMARK, ANNIE	Goldsboro
DENMARK, FRANCES	Raleigh
DEW, MOLLIE	(Raleigh) Wilson
DICKSON, ALICE	Kenly
DICKSON, SUSAN	Goldsboro
DILLARD, EFFIE (MRS. MILTON CONE)	Spring Hope
DICKSON	Mt. Vernon
DIXON, ANNETTE (MRS. W. G. COPPERSMITH)	Littleton
§DIXON, LOUISE	Virginia
DOCKERY, LIZZIE (MRS. WILLIAMS, Rockingham) ..	Dockery's Store
DOCKERY, ANNIE	Rockingham
DORSETTE, MARY	Siler City
DOWNING, CLETA (MRS. POWELL BELL)	Fayetteville
DOWNING, ELLA	Cedar Creek
DOWELL, LUCY (MRS. SLOAN)	Raleigh
DOWNING, ETHEL	Selma
DOWELL, PATTIE	Williamston
DOWELL, ROSINA	Williamston
DRAKE, DAISY	
DUCKETT, ANNIE	Raleigh
§DUCKETT, ELLA	Raleigh
DEWERTSON, IDA (MRS. C. D. CLENNY, Los Angeles, Cal.) ..	Weldon
DOUGLASS, LEILA (MRS. RICHARDS, Baltimore, Md.)	Raleigh
DUNN, KATE (MRS. W. O. LAWRENCE)	Scotland Neck
DUNCAN, FLORENCE	Clinton
DUPREE, SALLIE	Tarboro
DUNCAN, SADIE	Raleigh
EAGLES, FRANCES (MRS. W. LOVELACE)	Crisp
*EDMUNDSON, LIZZIE	Eureka

§Married. *Deceased.

EATON, LUCY BEATRICE	Farmville
EDWARDS, ELLA	Mars Hill
EDGERTON, VERGIE (MRS. R. N. SIMMS)	Raleigh
EDWARDS, NANNIE	West Durham
EDWARDS, HATTIE	(Mars Hill), Thomasville
EDWARDS, LENORA (MRS. TOM HALLOWELL, Suffolk, Va.) ..	Mars Hill
ELLIOTT, ANNIE	
ELLINGTON, LUCILE (MRS. BATTLE HOCOTT, Clayton)	Smithfield
ELLISON, MUSA	Raleigh
§ELLINGTON, BERNICE	Raleigh
ELLINGTON, LALA (MRS. WORTH HANKS, Richmond, Va.) ..	Raleigh
ELLINGTON, NINA	Wentworth
ELMORE, MORTIE (MRS. C. O. FOUNTAIN)	Henderson
ELMORE, CARRIE	Henderson
ENGLISH, ORLA	Faust
ENGLISH, MARY	Wilmington
ERVIN, LULA	Catawba
ERVIN, CORA	Catawba
ETCHISON, SALLIE	Mocksville
EVANS, MAUDE	Goldsboro
EZZELL, NELLIE (MRS. C. C. McCULLEN)	Clinton
FALLS, EVANGELINE	Cherryville
• FALLS, DORA (MRS. E. E. McDOWELL, Cherryville)	Cleveland
FALES, BEVIE	Wilmington
FARMER, HATTIE	Raleigh
FARRIOR, SUSIE (MRS. JOHNSON)	Kenansville
FAUCETT, MARGARET	Raleigh
§FERRELL, ROSA	Raleigh
FITZGERALD, KATHLEEN	Elba, Va.
FLACK, ORA	Gaffney, S. C.
FLEMING, MRS. P. B.	Raleigh
FORMYDUVAL, RUTH (MRS. MAT. MOORE)	Warsaw
FORD, ELLA (MRS. J. R. BATEMAN, Norfolk, Va.)	Raleigh
FORD, KATE (Marion, S. C.)	Raleigh
FORBES, HELEN (MRS. J. S. BARR, Weldon)	Greenville
FORBES, DELLA (MRS. L. M. SAVAGE)	Greenville
FORESTER, LILLIE (MRS. E. R. ELMORE)	Wilkesboro
FORTUNE, CLAUDIA (MRS. C. J. YOUNG, China Grove)	Forest City
FOWLER, MAMIE LEE (MRS. JAMES TURNER)	Texas

§FRANCES, ETTA MAY	Waynesville
FRANCES, HESTER	Waynesville
FRAZIER, ROLELA (MRS. JUNE COX)	Staley
FREEMAN, FLOY	Fair View
FURGERSON, MARGARET (MRS. GEO. SACKETT, Fort Collins, Cal.)...	
FUTRELL, MARY ELIZABETH	Scotland Neck
FUTRELL, UNDINE	(Scotland Neck), Greensboro
FUTRELL, KATHERINE	Scotland Neck
FUTRELL, HELEN (MRS. MILTON FLYTHE)	Conway
GADDY, NANNIE (MRS. WALTER CROWSON, Fayetteville), Wadesboro	
GALLOWAY, ALINE	Mt. Airy
GALLOWAY, GRACE (*MRS. ALBION DUNN)	Mt. Airy
GARDNER, SARAH (MRS. H. A. MOSLEY)	Warrenton
GARDNER, MAMIE E.	High Point
GASTON, DORA	Cherokee, S. C.
GASTON, ALLIE	Cherokee, S. C.
GATTIS, MAUDE	Raleigh
GATHINGS, HATTIE	Morven
GAYLOR, MARTHA	
GIBSON, CLARA	
GILL, ALLIE (MRS. C. D. TAYLOR)	Raleigh
GILL, ELLA D.	Wyatts
GILL, MANTIE	Wyatts
GILL, ANNIE	Raleigh
GILES, PRUDENCE	Southern Pines
GORE, GLENDORA	Wilmington
GOWER, CHRISTINE	Clayton
GODWIN, ALICE	Fayetteville
GOODNO, RACHEL	Raleigh
§GOODNO, LOUISE	Raleigh
GOWAN, MRS. R. T.	Raleigh
GRAVES, HELEN WILLIAMS	Leasburg
GRAYSON, VIRGINIA	Rutherfordton
GREGORY, LUCY	Elizabeth City
GREEN, NINA WATSON	Raleigh
GREEN, IOLA	Raleigh
GREEN, MABEL	Raleigh
GREENWAY, BELLE	Dabney
GRIFFIN, EMMA	Raleigh

‡Married. *Deceased.

GRIMES, LIZZIE (MRS. E. MAYO)	Bethel
GRIFFIN, ANNIE	Scotland Neck
GRIMES, MATTIE (MRS. ALEX. MAYO)	Bethel
GRIFFIN, BESSIE (MRS. VANCE SCOTT, Sanford)	Liberty
GULLEY, ISABELLE	Wake Forest
GUNTER, GERTRUDE	McCullers
GWALTNEY, KATHERINE (Henderson)	Rock Hill, S. C.
GULLEY, IONE	Clayton
GWYNN, IDA	(Rockingham), Raleigh
HALL, FLORENCE	Fayetteville
HALL, EDITH	Fayetteville
*HALL, LEARY	Rose Hill
HALL, GRACE	Louisburg
HALL, LYNN	Louisburg
HALE, HATTIE SUE (MRS. CHARLIE NEWCOMB)	Wilmington
HALES, MINNIE	Wilson
HAIRE, MAUD IRENE	Wadesboro
HANKINS, PEARL (MRS. W. G. UPCHURCH, Jacksonville, Fla.)	Lexington
HANKINS, BESSIE (MRS. C. W. LYNCH, Wallaston, Va.) ..	Lexington
HANNON, MAIE	Carthage
HAMMOND, AMORETTE	Rowland
HAMRICK, CORA	Caroleen
HARRELSON, ANNIE	Yanceyville
HARWARD, MATTIE	Cumnock
HARWARD, BULAH	Rosewood
HARDING, PEARL	Mocksville
HARRELL, BESSIE	Conetoe
HARDIE, MAGGIE (MRS. H. D. BUNCH)	Raleigh
HARVEY, SADIE	Winston-Salem
HARVEY, MARY	Winston-Salem
HARVEY, ANNIE	Littleton
HARRIS, ALBERTA	Norwood
HARRINGTON, EMMA (MRS. JOHN HOOKER, Scotland Neck)	Greenville
HATCHER, BERTA (MRS. MARSHALL LUCAS)	Wade
HATHAWAY, MARGARET	Whitestone, Va.
HAYNES, MATTIE	
§HAYNES, MARTHA	Grace
HAYNES, EFFIE	Raleigh

HAYES, LUCY	Gatesville
HAYNES, KATE	Macon, Ga.
HAYES, EULA	Cliffside
HAYNES, VIRGINIA	Cliffside
HEADEN, SALLIE	Gulf
HEADEN, LELIA	Lenoir
§HEATH, LULA (MRS. R. L. LEWIS)	Elizabeth City
HECK, PEARL	Raleigh
HELMS, MAMIE (MRS. FRANK WILLIAMS)	Monroe
HENRY, JEWEL	Lilesville
HENRY, MAMIE	Atkinson
HENDRON, CORINNA	Durham
HERRING, LUPHILA (MRS. GEO. FLOYD, Lumberton)	Garland
HERRING, BERTA (MRS. C. C. HOWARD)	Roseboro
HIGH, LILIAN	Louisburg
HIGH, ETHEL	Lumberton
HIGHSMITH, LELA (MRS. A. B. ROYALL, Jacksonville, Fla.)	Coharie
HIGHSMITH, NETA	Parkersburg
HIGHSMITH, BESSIE	Parkersburg
HILLIARD, HELEN	Scotland Neck
HINSON, LILLIE MAY (MRS. A. W. PORTER)	Rockingham
HUBBARD, FLORENCE (MRS. W. L. STEWART)	Clinton
HUGHES, RUTH E.	Raleigh
HOFFMAN, LILIAN	
HOLLINGSWORTH, ANNIE	Fayetteville
HOLLOWAY, LILLIE	Gorman
§HOLLOWAY, FLORA	China
HOLLOWAY, ROSA (MRS. C. R. BOONE)	Raleigh
§HOLLOWAY, CARRIE	Raleigh
HOLT, LILLIAN	Wilson's Mills
HOLLINGSWORTH, MAGGIE (MRS. D. BROOKS)	Currie
§HOOD, ALLIE	Clinton
HORNE, OCTA	Mocksville
HORNE, MAMIE (MRS. A. M. KIMBOROUGH)	Mt. Ulla
HORTON, ANNIE	East Durham
HORNE, SWANNANOA	Clayton
HORNE, CONNIE	Monroe
HORNER, LILIE	Henderson
HOWARD, LULA	(Salemberg) Raleigh
BONNIE HOWARD	(Salemberg) Mt. Gilead

HOWARD, RENA (MRS. RAFORD THAGARD, Cedar Creek)...	Salemburg
HOWARD, BESSIE	(Salemburg) Gainesville, Fla.
HOWIE, BETTIE	Monroe
HUDSON, BERTHA	
HUFF, CLARA (MRS. W. B. SHEA, Cuthbert, Ga.).....	
HUMPHRIES, MARY	Bethel Hill
HUMPHREY, LENA	St. Paul
HUNTLEY, NANNIE (MRS. H. B. ALLEN)	Wadesboro
*HUNTLEY, MIRIAM	Wadesboro
HUNTLEY, EVA	Wadesboro
HUNDLEY, MARY	Littleton
HUNT, IRENE	Jonesboro
HUNTLEY, EULALIA	Whitestone
HURDLE, ANNIE	Union Ridge
HURLEY, ESTHER (MRS. C. W. PAYSURE).....	Gastonia
HUSSEY, LOUISE	(Warsaw) Chinquapin
ISLER, ELIZA	Kinston
ISLER, LOULA	Kinston
IVIE, CHATTIE (MRS. J. B. RAY).....	Leaksville
JACKSON, ETHEL (MRS. LINDSEY HUNTER).....	Forest City
JARRETT, GRADY	
JENKINS, MATTIE	Aulander
JENNINGS, MRS. MATTIE BLANCHE (MRS. R. L. GRIGGS)...	Mars Hill
JENKINS, EULA	
JERMAN, MRS. PALMER.....	Raleigh
JILCOTT, CAREW	Roxobel
JOHNSON, PEARL	Cameron
JOHNSON, FOY	Raleigh
JOHNSON, HATTIE	Raleigh
JOHNSON, ADDIE	Lockville
JOHNSON, MARY	Thomasville
JOHNSON, ESTELLE (MRS. P. L. HAMILTON).....	Scotland Neck
JOHNSON, ELLA	St. Pauls
JOHNSON, ANNIE	Maxton
JOHNSON, BESSIE	Delway
JOHNSON, RUBY	Delway
JOHNSTON, SUDIE	Delway
§JOHNSON, MABEL.....	Clairbone, Tenn.

‡Married. *Deceased.

JOHNSTON, ELIZA	Clarbone, Tenn.
JOHNSON, ADELA	Accronac, Va.
JOHNSON, MARY	Isle of Wight, Va.
JOLLY, MRS. FRANK	Raleigh
JONES, ANNIE	Raleigh
JONES, CORINNA	Raleigh
JONES, CARRIE	Brunswick, Va.
JONES, EMMA (MRS. R. B. KERNER)	Kernersville
§JONES, ALTHEA	Smithfield
JONES, MAIE	Carthage
JONES, BESSIE (MRS. CLAYTON, Rocky Mount)	Red Oak
JORDAN, BERTA (MRS. J. W. WADE)	Siler City
JORDAN, EULALIA (MRS. C. N. BRAY)	Siler City
JORDAN, ELMA	Siler City
JORDAN, ETTA SUE (MRS. CROCKER)	Raleigh
JORDAN, SALLIE (MRS. EDWARD DARDEN)	Wilson
JOSEY, ANNIE	Scotland Neck
JOSEY, HULDA (MRS. T. A. DUNN)	Scotland Neck
JOSEY, MARY LOU (MRS. C. JONES)	Scotland Neck
JOSEY, JENNIE	Florence, S. C.
JUSTICE, ANNIE	Rutherfordton
KAPP, DIETTA	Kapp's Mill
KEETER, OVEIDA	Grover
§KELLY, ANNA (MRS. BLAND, Raleigh)	Apex
KELLY, ANA	Apex
KELLY, MABEL	Henderson
§KEMP, MAY	Wakefield
KENNEDY, LINA	Raleigh
*KENDALL, ALLINE	Shelby
KENDRICK, BESSIE	Cherryville
KIRKPATRICK, LAURA (MRS. KINCHLOE)	Ripley, Tenn.
KESLER, MARGIE	
§KIMBAL, PATTIE	Raleigh
KINGSBURY, LUCILE	Wilmington
§KING, MARY L.	Leaksville
§KING, JESSIE	Leaksville
KING, MYRTLE (MRS. ROBERT TURNER)	Spray
KING, CLEO (MRS. T. R. PADGETTE)	Wake Forest
KING, ELLA (MRS. C. S. ROYAL)	Salemburg

§Married. *Deceased.

KIRK, ETTA	Palmerville
KITCHIN, ANNA	Scotland Neck
KITE, MAUD	Page, Va.
§KIVETT, FRANKIE	Carthage
KNIGHT, REBECCA	Conetoe
KNIGHT, EMMA	Speed
KNIGHT, FANNIE	Speed
KNIGHT, ANNA.....	Barnes's Store
LANNEAU, LOUISE	Wake Forest
LANNEAU, SOPHIE (China).....	Wake Forest
LAMPLEY, DORA	Wadesboro
LAMBERTSON, WILLIE.....	Rich Square
LAMBERT, SADIE	Mecklenburg, Va.
LANCASTER, LEITHA P.....	Lumber Bridge
LANCASTER, ETTA	Rocky Mount
LANCASTER, CLEORA	Rocky Mount
§LANCASTER, ORA	Mercer
LASSITER, JESSIE	Lassiter
LATHROP, BESSIE RUTH	Wilmington
LATHROP, CORA	Wilmington
LAWRENCE, MARTHA	Southampton, Va.
LEARY, META	Colerain
*LEARY, AMANDA	Colerain
LEARY, SARAH K.	Thomasville
*LEACH, ESTHER	Star
LEACH, LYDIA	
LEARY, LILLIAN (MRS. T. C. JONES).....	Elizabeth City
LEA, EMMA	Pittsylvania, Va.
LEE, FANNIE (MRS. EUGENE BENTON).....	Laurinburg
LEE, MAUDE (MRS. W. H. WEATHERSPOON).....	Laurinburg
§LEE, TILLY	Laurinburg
LEGGETT, HATTIE	Scotland Neck
LESLIE, MYRTLE	Vass
LEWIS, STELLA	Dallas
LEWIS, PEARL	Dallas
LEWIS, MARGARET	Scotland Neck
LEWIS, ELIZA	Hertford
LEWIS, AMANDA	Rockingham
LEWIS, ANNIE	Fairmont

‡Married. *Deceased.

LIDE, MAIE (MRS. L. M. DIGGS, Rockingham)	Diggs
LILES, LOLA	Wakefield
LILES, NETTA	Vass
LILES, ALICE	Jonesboro
LITCHFORD, MRS. LUCRETIA WEST	Raleigh
LITTLE, FANNIE	Dallas
LONG, FANNIE	Rockingham
LONG, WILMA	Love's Level
LONG, ONA	Monroe
LOVE, ALICE	Raleigh
LOVE, BESSIE	Waynesville
LYTCH, NAOMI	Rowland
MACKIE, DAISY	
McBANE, JOSEY	Maundale
McBRAYER, NELLIE	Rutherfordton
McCULLERS, ALINE (MRS. L. J. DAUGHTON)	Clayton
McCULLEN, GARNETTE (MRS. T. H. BANE)	Goldsboro
McDOWELL, MRS. L. W.	Raleigh
*McDANIEL, MARGARET	Whiteville
McGHEE, HATTIE	Franklinton
McGREGOR, MARY B.	Chesterfield, S. C.
McVEY, MARY E.	Snow Camp
McKAY, RUBY (MRS. W. C. BARRETT, Durham)	Laurinburg
McKINNON, ANNIE	Raleigh
McLENDON, ROSALIND (MRS. COYT REDFERN)	Wadesboro
McLENDON, HELEN	Wadesboro
McLEAN, MILDRED	Lincolnton
McLEAN, MAMIE	Charlotte
McINTOSH, JENNIE	Mars Hill
McLARTY, ANNIE	Decatur, Ga.
McMINN, ELOISE	
McMILLAN, ONEITA	Riverton
McMILLAN, MAREETA	Marlboro, S. C.
*McNEIL, MARY	Marshall
McNEIL, NELLIE	Marshall
McNEIL, ROSA	Marshall
McNEIL, MATTIE (MRS. J. A. HOLBROOK)	Wilkesboro
McNEIL, ROSA	Wilkesboro

*Deceased.

McLANE, NINA BANKS (MRS. J. E. MURPHY)	Stainback
MANGUM, NINA	
MARKHAM, LOULA (MRS. WILLIAM UPCHURCH, Charlotte)	Durham
MARKHAM, LENA	Durham
MARSHBANKS, HUETOKAH (M. S. AUGUSTUS MARTIN, Wilmington)	
	Mars Hill
MARSHBANKS, CORA (MRS. SCOTT PRIVATT, Edenton)	Mars Hill
*MARTIN, VICTORIA	Williamston
MARTIN, ILA (MRS. I. C. MARTIN)	Martin's Mill
MARSH, LULA	Fayetteville
§MARSHALL, SUSIE	Raleigh
MARTIN, SADIE ESTHER	Madison
MARSHBURN, MATTIE (MRS. RAMON PETERSON)	Clinton
MARKS, PATTIE	Albemarle
MARSH, MARY (MRS. E. MARSH)	Marshville
MARTIN, PEARL	Mt. Olive
MARTIN, JOYCE (MRS. HAMPTON BRITT)	East Bend
MASON, JANIE (MRS. R. B. HARTZOG, Blackville)	Gibson
MASON, GEORGIA	Gibson
MASON, NORA (MRS. HERBERT PRITCHARD)	Kelford
MASSEE, MRS. J. C.	Chattanooga, Tenn.
MATHEWS, LILLIE	Greensboro
MATHEWS, BESSIE	Greensboro
*MATHEWS, BERTIE	Union
MEEKS, MAMIE E.	(Fayetteville) New Bern
MELVIN, ELIZA (MRS. J. W. SMITH)	Roseboro
MERRITT, MYRTLE	Chapel Hill
MERRITT, HETTIE	Raleigh
MEMORY, LEILA	Buie's Creek
MEDFORD, BONNIE	Clyde
MIDDLETON, EMMA	Warsaw
MILLER, SUE	
MILLER, EMMA	
MITCHELL, RUBY	Rolesville
MITCHELL, ZULA	Wake Forest
MITCHELL, CARRIE	Aulander
MITCHELL, GLADYS (MRS. S. SITERSON)	Kinston
MITCHELL, MAUD (MRS. PITTMAN)	Fairmont
MIZZELL, ANNIE	
MONTAGUE, MARY LEE	Raleigh

‡Married. *Deceased.

§MOONEYHAM, LIZZIE	Raleigh
MOORE, LEWIS	Raleigh
MOORE, ETHEL	Blanche
MOORE, BLANCHE	Blanche
MOORE, MARTHA	Gastonia
MOORE, MATTIE	Gastonia
MOORE, JANIE	Gastonia
MOORE, IDA	Kinston
MOORE, SUSAN	Greenville
MOORE, LIZZINIA	Greenville
§MOORING, BESSIE	
MOORE, JEAN	Caroleen
MOORE, FOY	Caroleen
MOORE, SOPHIE	(Morven) Pembroke, Va.
MONTGOMERY, ELIZABETH (MRS. CHAS. GRANT)	Wilmington
MOORING, DAISY	Raleigh
MOORING, HELEN (MRS. W. BRIGGS)	Raleigh
MORGAN, MABRY	Candler
MORGAN, DOLLIE	Candler
MORRIS, KATIEBET	Franklinton
MORRIS, MRS. J. S.	Franklinton
MORGAN, ESSIE	Marion
*MORGAN, FAYE (MRS. M. P. GRAIG, New Orleans, La.)	Marion
MORGAN, ESSIE	Marion
MORGAN, LILLIE (MRS. W. O. HARRELL)	Marshville
MORRIS, R.	Keats
MOORING, MINNIE	Asheboro
MOSLEY, MRS. T. B.	Raleigh
MOSS, PAULINE	Moss
MOSS, MARIE	Moss
MOSS, LOUISE	Moss
MOSS, CLYDE	Moss
MURRELL, LELA	
MURCHISON, NANNIE	Gulf
MUSE, KATHERINE	Carthage
§MYATT, LOULA	Raleigh
MYATT, MAGGIE	Raleigh
MAYERS, ALDA (MRS. CARVER, Lexington)	Reeds
MYERS, MATTIE (MRS. W. J. PITTMAN, Greensboro)	Milton
NEAL, EMILY (MRS. WADDELL)	Scotland Neck

‡Married. *Deceased.

NEAL, CORA (Stokesdale) Leaksville
 NEWCOMB, ALICE Raleigh
 NEWSOM, JOSEY (MRS. K. L. HOUSE, Scotland Neck) Aulander
 NEWSOM, LALA (MRS. FLYTHE) Ahoskie
 NOBLE, ANNIE S. Selma
 NORRIS, LINA Raleigh
 NORRIS, NORA Holly Springs
 NORRIS, MARY Holly Springs
 NORWOOD, ZELMA Rileys

OATES, BESSIE Clinton
 OLDHAM, SALLIE (Wilmington) Chadbourn
 OLIVE, LOULA Apex
 OLIVE, PAULINE Apex
 §Olive, Ethel Randleman
 OLIVER, MARY L. (MRS. NORMAN ROYAL) Mt. Olive
 ORMOND, SALLIE
 OSBORNE, MAGGIE Alexander
 OSBORNE, GAZZA Cleveland Mills
 OSBORNE, LUCY Cleveland Mills
 OSBORNE, JESSIE Clyde
 *OSBORNE, FANNIE MAY
 • OWEN, ALMA Lexington
 OWEN, SEARLES Lexington
 OWENS, A. Saratoga

PAGE, KATHERINE Morrisville
 PAGE, ROSALIND Morrisville
 PAGE, HATTIE (MRS. A. H. ROGAN, New Hill) Nelson
 PAGE, HATTIE LEE (MRS. C. M. BAUCOM) Raleigh
 PARSONS, MABEL
 PARHAM, SALLIE Raleigh
 PARKER, JOY Wake Forest
 PARKER, FRANCES Heathsville
 PARKER, JANNETTE Menola
 PARKER, BRUCE Menola
 PARKER, BESSIE Menola
 PARKER, LETTIE Menola
 PARKER, DAISY Selma

PARRISH, NELLIE (MRS. G. A. HOOD, Kenley)	Benson
PARROTT, ETHEL	Kinston
PARKER, ISA	Elizabeth City
PARKER, MELITA	Trinity
PARKER, DORA (MRS. J. A. TUDOR, Boardman)	Albemarle
PARKER, ADAH (MRS. T. D. MANESS)	Concord
PARKER, LIZZIE	Idaho
PARKER, LEITHA (MRS. J. E. STAMES)	Albemarle
PARKER, MAGGIE (MRS. A. H. WICKS, Richmond)	Albemarle
PARKER, MARY (MRS. KEMP HELMS)	Wingate
PARRISH, KATE	Middleburg
PASCHAL, ESPER (MRS. J. W. JACKSON, Sumpter, S. C.)	Goldston
PASCHAL, ROSA	(Goldston) Raleigh
PASCHAL, CLARA (MRS. C. C. CHEEK, Sanford)	Goldston
PATERSON, DAISY (MRS. R. L. BOYD)	Burlington
PATTERSON, SALLIE	Liberty
PATERSON, NELLIE	Liberty
PEARSON, MARY (MRS. B. J. MITCHELL, Columbia, S. C.)	Dunn
WALLACE, CORA (MRS. JAMES L. PEARSON)	Moravian Falls
PEELE, LULA	South Carolina
PEAK, FRANCES	
PENNY, RUBY	Clayton
PENNY, NETA	Raleigh
PENNINGTON, PEARL (MRS. ED. INGLE)	Albemarle
PERRY, KATE (MRS. T. BEDDINGFIELD)	Wingate
PERRY, MARY (MRS. CHAS. BEDDINGFIELD, Raleigh)	Wingate
PETTY, LUCY	Carthage
PETERSON, NINA (MRS. JAMES DARDEN)	Clinton
PHELPS, JAVAN	Colerain
PHELPS, JENNIE	Colerain
*PHILLIPS, EULA (MRS. ALLEN, Creedmore)	Durham
§PHILLIPS, ROSA	Raleigh
PHILLIPS, MELISA	
PHILLIPS, VEVA (MRS. E. C. BAGWELL, Hall, Fla.)	Raleigh
PHILLIPS, LILLIAN	
PICKLER, VICTORIA (*MRS. A. J. WILLIAMS)	Mocksville
PICKLER, ETTA	Mocksville
PICKETT, FRANCES	High Point
PICKETT, ETHEL	High Point
PIERCE, ELLA	Colerain

‡Married. *Deceased.

PIERCE, EFFIE	Spring Hope
PIERCE, ANNIE	Spring Hope
PIGG, NANNIE	Stoneville
PIGG, CLARA	Stoneville
PITTMAN, MAGGIE	Fairmont
PITTMAN, COTTIE	Norfolk
PITTMAN, ELIZABETH (MRS. A. J. DAVIS).....	Henderson
PIKE, LILLIAN	Raleigh
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POLK, EMILY	Kinston
PONDER, HASSIE	Mars Hill
POPE, HELEN	Weldon
POPE, MARY (MRS. MARVIN DADE).....	Duun
POPE, LUCILE	Mt. Olive
POPE, RUTH (MRS. P. R. TURNER).....	Erie, Pa.
POPE, GRACE	Erie, Penn.
POPE, EVA	Erie, Penn.
PORTER, MADIE (MRS. JULIAN POPE, Lumberton).....	Emerson
§*PORTER, JOHNNIE L.....	Emerson
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POTEAT, LOUIE	Wake Forest
POTTER, PHERBY (MRS. ERNEST GOLDON)	Vandemere
POTTER, LEONA (MRS. N. WRIGHT, Lynchburg, Va.).....	Vandemere
POWEL, LUCY	Whiteville
POWELL, EMMA	Chadbourn
POWELL, VIRGINIA	Wallace
POWELL, FANNIE	Sanford
POWERS, ELIZABETH	Fremont
PRATT, GRACE (MRS. TROY APPLE, Winston-Salem).....	Madison
PRATT, BESSIE (MRS. LOUIS SIMPSON, Winston-Salem)....	Madison
*PRICE, NORA	Shelby
PRICE, LENA (MRS. NOAH BRIGHT).....	Elizabeth City
PRICE, CARMEN	Greensboro
PRIDDY, NORMA	Charlotte
PRIDDY, MARGARET	Charlotte
PROCTOR, JENNIE	Raleigh
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PURVIS, MRS. H. W.....	Raleigh
PUREFOY, HESLOPE	Asheville

‡Married. *Deceased.

PULLIAM, BESSIE	Alton
PUREFOY, MARGARET	Chapel Hill
PUREFOY, HATTIE	Wake Forest
QUINN, MINNIE (MRS. MONROE, Portsmouth, Va.)	Greenville
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RANSOM, MINNIE	Raleigh
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REAVES, MAMIE	Forksville
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RODWELL, NETTIE	Mars Hill
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§Married. *Deceased.

ROGERS, GRACE	Sparks, Ga.
ROGERS, BESSIE	Raleigh
ROGERS, MARIE	Apex
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RUFF, MARY E.....	
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SADELSON, GRACE	Southern Pines
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SAMS, MAUD	Mars Hill
SANDERFORD, HALLIE	
SANDERS, ANNIE	Wingate
SANDERFORD, BURMA	
SAVAGE, MATTIE	Virginia
SAWYER, MARY	Elizabeth City
SCARBORO, NELLIE	Eagle Rock
SCARBORO, CLEO	Eagle Rock
SCARBORO, LULA	Eagle Rock
SCARBORO, C.	Smithfield
SCOGGINS, EVA (MRS. CLYDE VICKERS).....	Durham
SCOGGINS, ANNIE (MRS. WILLIAM SWAIN).....	Reidsville
SCOGGINS, LYDIA	Rutherfordton
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SHEARIN, BURLA	Pughs
SHELL, CLAUDIA	Charlotte

SHEARIN, MARY D.	Tarboro
SHADRICK, MARY	Neuse
SHEARIN, ADA	(Rocky Mount) Raleigh
SHEARIN, ROSA (MRS. D. C. LEWIS)	Rocky Mount
SHEARIN, LUCY	Macon
SHEEK, FANNIE	Hamlet
SHEEK, PATSEY	Hamlet
SHIELDS, MARGARET (MRS. JUSTICE EVERETT, Williamston), ...	Scotland Neck
SHOULDERS, EULA	Whitakers
SHUGART, NANNIE (MRS. W. E. WOODRUFF)	Cottonwood, Ariz.
*SIMPSON, IRMA	
SIMPSON, EVA	Dawson
SIMMS, MATTIE	South Carolina
SINGLETON, ROBBIE	Augusta, Ga.
SLEDGE, EVA M. (*MRS. OFFIE PICKS)	Nick
SMATHERS, MARY (MRS. JOHN MORGAN)	Clyde
SMEDES, HELEN	Raleigh
§SMITH, NELLA	
SMITH, ALMA	Gulley's Mill
SMITH, ADDIE	Gulley's Mill
SMITH, LILLIAN (MRS. J. WOOTEN, JR., Clarkton)	Cypress Creek
SMITH, DAISY	
*SMITH, EUGENIA	Leewood
SMITH, EVA (MRS. CHAS. JOHNSTON)	Timmonsville, S. C.
SMITH, M.	Kinston
SMITH, GAITHER (MRS. C. L. PORTER)	Mooreville
SMITH, SALLIE	St. Paul's
SMITH, FANNIE	Roseboro
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SEWELL, NANNIE A.	Morrisville
SPENCER, MRS. E. N.	Raleigh
SPIERS, EVA	Weldon
§SPENCER, MABEL	Woodsdale
SPEAS, ANNIE MAY (MRS. COPPEDE)	Castalia
SPRUILL, FANNIE	
SPRUILL, EVELYN	
SPRINKLE, KATE (MRS. P. B. EBBS)	Hot Springs
STANTON, PHOEBE (MRS. JIM McCULLUM, Goldsboro)	Granthams
STANLEY, MABEL	Goldsboro

‡Married. *Deceased.

§STAINBACK, CLARA	Raleigh
STALLINGS, EUZELIA	Cedar Rock
STANCIL, MATTIE	Hill
STAPLES, KATHERINE	Va.
STEM, WILLIE	
STELL, MAMIE	Pett
STEGALL, OLLIE	Polkton
STILLWELL, MAMIE	Savannah, Ga.
STONE, LOSSIE	(Apex) Raleigh
STONER, BESSIE	Mocksville
STRINGFIELD, MOZELLE	Maiden
STRAUGHAN, MARY (MRS. ROBERT CLARK)	Silk Hope
STROUD, ADA (MRS. BEN FLOYD, Greensboro)	Ore Hill
STROUD, ARABELLE	Ore Hill
STROUP, PEARL	Cherryville
STRICKLAND, DAISY	Wilson
STEWART, ANNIE	Mocksville
STYERS, SARAH	Germanton
SUMMERS, EULA	Winston-Salem
SUMMERS, ROBENA	
SUTTLE, OLA (MRS. L. P. HOLLAND)	Shelby
SUTTLE, LEILA (MRS. C. S. FORBES, Greenville)	Shelby
SWICEGOOD, EDITH	Mocksville
SWINSON, ALICE	Magnolia
SYKES, INEZ	Southampton, Va.
TARLETON, MARY	White Stone
TATUM, GRACE	Cooleemee
TATUM, SALLIE	Cooleemee
TATUM, PATTIE	Cooleemee
TATUM, ROSA	Cooleemee
TAYLOR, AGNES	Wake Forest
TAYLOR, EDITH	Wake Forest
TAYLOR, JANIE	Wake Forest
TAYLOR, MARY	Wake Forest
TAYLOE, MARY (MRS. W. S. DUNNING)	Aulander
TAYLOE, BETTIE (MRS. C. TYLER, Roxobel)	Aulander
TAYLOR, MARTHA	Lilesville
TAYLOR, ADA	Wilson
TAYOR, ANNIE	Wilson
TAYLOR, CORA	Wilson

‡Married.

TEAGUE, MYRTLE	Siler City
TEALE, NORA (MRS. WILLIAM JORDAN)	Mullins, S. C.
THIEM, GERTRUDE	Raleigh
THOMPSON, ANNIE L.	Faisons
THOMAS, MRS. J. J.	Raleigh
THOMASON, ETHEL MAY (MRS. A. L. FLEMING, Wendell) ..	Creedmore
THOMAS, ANNIE	
THOMAS, LEATIE (MRS. TOWNSEND)	Broadway
THOMAS, CLAUDIA	Jonesboro
THOMAS, CARRIE	Broadway
THOMPSON, MAMIE (MRS. W. W. WOODHOUSE)	White Oak
TIMBERLAKE, MARY	Youngsville
TIMBERLAKE, LILLIAN (MRS. T. B. WHEELER, Scotland Neck),	
	Louisburg
TIMMONS, FANNIE	Williamston
*TINNEN, MINERVA	Hillsboro
TILSON, BESSIE	Mars Hill
TOMLINSON, SALLIE	Fayetteville
TOMLINSON, ZULA	Clayton
TRATER, ALMA	
TRICE, NORA	Lexington
TRICE, NELLIE	Lexington
TUCKER, MRS. ANNIE E.	Raleigh
*TUCKER, SUSIE	Raleigh
TUCKER, MAMIE (MRS. PETE DAVENPORT, Claremont)	Greenville
TULL, KATE (MRS. ED. BENTON)	Kinston
TULL, BETTIE (MRS. W. C. FIELDS)	Kinston
TULL, LOTTIE (MRS. J. M. PARROTT)	Kinston
TURNER, BESSIE	Grover
TURNER, JESSIE MAY	Grover
TURNER, MAGGIE	Grover
TYNER, ADDIE	(Lowe) Wingate
TYNER, BELLE	Louisville, Ky.
UNDERWOOD, MINA	
UNDERWOOD, ETHEL (MRS. H. CREEK, Washington)	
UNDERWOOD, ANNIE	Smithfield
UNDERWOOD, KATHERINE (MRS. HERBERT ARMSTRONG, Mt. Gilead) ..	
UPCHURCH, ADDIE	Durham
UPCHURCH, ETHEL	Apex

*Deceased.

UPCHURCH, META	Raleigh
UPCHURCH, MAUD	Raleigh
UPCHURCH, LESSIE	Ewing
UPCHURCH, NORVIE	Apex
UZZLE, MRS. W. B.	Wilson's Mills
UPCHURCH, ZOLA	Apex
VANN, MYRA	Edenton
VENABLE, EDNA (MRS. JIM MOBLEY)	Reidsville
VERNON, MARY	Wake Forest
VERNON, CATHARINE	Wake Forest
VICKERS, ADA (MRS. LEE VAUGHN)	Winston-Salem
VICKERS, BERTIE	Winston-Salem
VICK, SUE	Glover
VASS, LILLIE M. (MRS. S. B. SHEPHERD)	Raleigh
VASS, ELEANORA	Raleigh
WALKER, HATTIE	Shiloh
WALL, MARY	Wake Forest
§WALTERS, EDNA (MRS. JONES)	Raleigh
WALLACE, ELEANOR	Dillon, S. C.
WALLACE, MARY (*MRS. T. ALDERMAN)	Kenansville
§WALTERS, GERTRUDE	Roxboro
WALTERS, VERA (MRS. H. TOMLINSON)	Raleigh
WATSON, LOTTA	Raleigh
WALTERS, MOLLIE	Woodburn
§*WALL, HENRIETTA	Mayodan
WALTERS, NELLIE	Florida
WARD, ISA (MRS. JOHN BYRUM)	Mt. Olive
WARD, REBECCA	Lumberton
WARD, MARGARET	Lumberton
WAITT, DAISY BELL	Raleigh
WATSON, R.	Southport, N. C.
*WATSON, META	Greensboro
WATSON, ROSA	
WATKINS, CHARLOTTE (MRS. D. W. ARNETTE)	Palmerville
WATKINS, MINNIE BELLE	Middleburg

§Married. *Deceased.

WATKINS, SUE	Manson
WATSON, PATTIE	Wilson
WATSON, DELILA	Chesterfield, S. C.
WEATHERS, AMELIA	Raleigh
WEATHERLY, LYDE	Maxton
WEATHERS, ETHEL (MRS. EDWIN YATES)	Raleigh
WEBSTER, MYRTLE (MRS. J. H. SPAULDING, Phœbus)	Lindhurst
WELCH, MIRIAM (MRS. ANDREW MOORE, Gastonia)	Waynesville
WELBORNE, MRS. M. E. (MRS. C. H. UTLEY, Elkin)	
WELLS, ETHEL	Holly Hill, S. C.
WESTRAY, ROSA B. (MRS. B. B. STRICKLAND)	Whitakers
WHEELER, LOTTA	Holly Springs
WHITE, GLADYS	Windsor
§WHITE, LUCY	Raleigh
WHITE, VERGIE	Coleraine
WHITTY, MARY (MRS. J. MITCHELL)	New Bern
WHITAKER, ELEANOR	Durham
WHITE, FORTUNA	Margaret
WHITE, LOTTA	Sanford
WHICHARD, BESSIE	Greenville
WHITE, ANNIE KATE	Stork
WHITFIELD, SARAH	Hinds, Miss.
WILROY, JOSEPHINE	Beamon, Va.
WIGGS, BERTHA	Raleigh
WILLIAMS, TILLIE	Abbotsburg, S. C.
WILLIAMS, JUANITA	Apex
§WILLIS, HAZEL	Raleigh
WILLIAMS, KATHELEEN	Shelby
WILSON, MARY	Thomasville
WILSON, FANNIE	Warsaw
WILSON, CLYDE	High Point
WILLIFORD, NONIE (MRS. LEIGH SAVAGE)	Scotland Neck
WILLIAMS, BERTHA	Littleton
§WILLIAMS, ELIZABETH	Harrelsville
WILLIAMS, HALLIE (MRS. P. D. BAKER)	Ahoskie
WILLIAMS, DAPHNIE	Clayton
WILLIAMS, M.	Sanford
WILLIAMS, IDA (MRS. LEWIS GODWIN, Farmville)	Williamston
WILLIAMS, KATHLEEN	Hamilton
WILLIAMS, MILDRED	Sanford

§Married.

WILLIAMS, WESTIE	
WILLIAMS, MRS. W. H.	Raleigh
WILLIAMS, MARY	Raleigh
WILLIAMS, EVA (MRS. MARCUS W. FLOYD)	Lumberton
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WILLIFORD, GEORGIA	Dunn
WILLIAMS, ORA	Charlotte
WILLIAMS, C.	Kittrell
WILLIAMS, M.	Kittrell
WILLIAMS, MARY	Monroe
WILSON, SUE	
WILLIAMS, ABNEY	Delaware
WILKES, MARION	Atlanta, Ga.
WILLIS, MARCELLA	Yorkville, S. C.
WINGATE, RUTH (MRS. E. W. SIKES)	Wake Forest
WINSTON, MARY (MRS. J. H. TIMBERLAKE)	Youngsville
WINSTON, ETHEL	Selma
WITHERS, LUCILE (MRS. J. A. FERRELL, Kenansville)	
WOMBLE, MOZELLE	Apex
WOODY, MINNIE	Asheville
WOODY, NELL	Asheville
WOODY, LILIAN (MRS. A. L. RICHARDS, Chicago, Ill.)	Asheville
WOODSON, CHARLOTTE	Shelby
WOODALL, PHYLLIS	(Clyde) Greensboro
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WOOTEN, CLARA (MRS. JACK ROUNTREE, Kinston)	LaGrange
WOOTEN, ADA (MRS. W. A. CARTER)	LaGrange
WOODY, ELMA (MRS. J. I. BARRICK, Norfolk, Va.)	Bethel Hill
WOLTZ, DAISY	Goldsboro
WOMBLE, VALLIE (MRS. L. B. HESTER, Winston-Salem)	Goldsboro
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WRIGHT, EULA	(Asheville) Mt. Gilead
WRIGHT, MARGARET	Troy
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WRIGHT, GENEVA	
WRIGHT, LENA	South Carolina
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WYATT, LOUISE	Raleigh
WYSONG, VIVIAN LEE	Florence, S. C.

*Deceased.

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*Deceased.

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MEREDITH COLLEGE

QUARTERLY BULLETIN

JANUARY, 1910

The Value of Denominational Colleges in the Modern Educational System

BY PROF. J. B. CARLYLE

The prime purpose of any educational system is to fit men for the functions of life—life in its fullest sense. As the life of a people grows in complexity, their education must expand in scope and vary in method. For every problem and peril presented an adequate educational system must be ready to offer a reasonable solution and a safe remedy. A cursory glance at present conditions, political, industrial and social, will show that the modern educational system has delicate and difficult tasks to perform. It must conserve and combine the best thought and highest attainments of the past so as to direct and develop wisely the new forces moving in this wonderful age.

To do this it must concern itself with things of the spirit, for spirit dominates the world. Carthage was a great commercial center. Its ships visited every port of the Mediterranean and its merchants ruled the markets of the world. But Carthage is remembered to-day only because the Roman Livy recounts the heroic deeds of its ill-fated Hannibal, and Cato with tiresome iteration demanded its destruction. Carthage was builded on material and commercial foundations and Carthage died. Athens was an intellectual center. Its ideals were spiritual. Its gods

were real and its religion a potent force. Its poetry, its philosophy, its art, its eloquence—all proclaimed the goal of Athenian aspiration to be, not business, but beauty. Athens builded on spiritual foundations and Athens still lives in the thought and life of the world.

The above observations lead me to state two propositions. The first is, that our modern educational system must place a high estimate on spiritual values; and the second is, that in the sphere of the spiritual, religion dominates. When a child, my mother taught me a line which the passing years have only served to accentuate—"Religion is the chief concern of mortals here below." Other things may be incidental, accidental, transitory, superficial, but religion is pervasive, powerful, permanent. It touches life at its source and center. It transfuses and transforms the aims, the aspirations and the characters of men, and therefore lies at the basis of society. It follows that any adequate educational system must concern itself with religion.

I submit another proposition: To become effective, religion must be vitalized, organized, energized. It must have agencies for the expression of its life. Its activities must be directed toward definite ends. That is to say, there must be religious denominations. The conception of religion as a vague, all-pervasive, benevolent principle, moving man to action in mass without the force of agencies organized by men of common aims and common convictions, may be beautiful in theory but it fails in actual life. The aggressive Christian agencies and institutions are denominational. Christian education comes through denominational channels.

The above statements being true, the denominational college has a place, a large place, in our modern educa-

tional system. The standards of our time are commercial and materialistic. Men are in danger of forgetting that "a man's life consisteth not in the abundance of the things that he possesseth." To meet these dangerous tendencies men and women must leave our colleges imbued with the ideals of the Great Teacher. And this Christian teaching must be not an incident due to the fact that devout men and women happen to be among their instructors, but an essential element for which the colleges were founded. The denominational college was never more needed than now. If true to its mission it trains men and women that all things, including the state, exist for the spread of the Kingdom and the reign of righteousness among men. It puts character above culture and exalts Christ as the crowning glory of character.

It trains leaders imbued with ideals of service rather than with motives of selfishness. It vitalizes the dynamics of the Christian religion in the social, political and industrial life of our time. It emphasizes as supreme the spiritual element in education. Doing these things, it has a place, a large place, an essential place, in our modern educational system.

The Future of the Denominational College

BY DR. G. W. PASCHAL.

During the meeting of the Southern Educational Association in Charlotte, Ex-President Charles W. Eliot, of Harvard University, was quoted as saying: "I believe that the denominational college, both North and South, will continue to enjoy private donations which will in time become immense gifts."

Likewise the late William R. Harper, President of the University of Chicago, after a comprehensive discussion of the "Situation of the Small College"—in which designation he includes the denominational college—says: "The small college is certain of its existence in the future educational history of the United States. It must, however, pass through a serious struggle with many antagonistic elements, and must adjust itself to other similar and, sometimes, stronger agencies."

Beginning with these conclusions of two great students of educational questions, we are encouraged to consider the outlook of the denominational colleges in our State, and in particular those of our own denomination. What shall be the future of our colleges? Since we are speaking of the future we can not speak categorically. We can only state the conditions under which our colleges shall have a healthy and vigorous development and express our opinion as to the probability of these conditions being met.

To begin with a very obvious truth, let us say that if our colleges are to have a future at all as denominational colleges they must continue to be denominational colleges. In some necessary and vital way they must serve the denomination. This does not mean that our colleges must teach our denominational tenets, but that they will do a service that is necessary to the highest good of the denomination and one which colleges alone can do.

The probabilities are that this condition will be met. From the very day of their founding our colleges have contributed mightily to our denominational life. It is hardly necessary to mention the ministers, the teachers, the lawyers, the physicians, the business men, who have returned from Wake Forest to become leaders in the work

of the denomination, nor the young women who are leaving Meredith to become foreign missionaries, mission workers in the cities of our State, or leaders in the organized womans work of their home churches. To equip men and women for such service and to do it more efficiently is now and will continue to be the purpose of our colleges. They have a deeper sense of recognition of their duty in this matter than ever before. On the other hand, our people have a deeper sense of the value of college training, and with this appreciation the bonds that bind the colleges to the denomination grow stronger and stronger.

A second condition of the growth of our denominational colleges is financial support. College education costs money. The equipment of laboratories for the study of biology and chemistry and physics costs money. To provide well educated teachers requires money. To provide dormitories for students requires money. If our colleges are to serve the denomination as they should they must have more money.

In recent years the work of our denomination in North Carolina has increased by leaps and bounds. The following table of our contributions to various objects in 1899 and in 1909 will be an indication of it:

	1899	1909
State Missions	\$20,335.09	\$41,346.13
Foreign Missions	9,291.42	35,640.59
Home Missions	5,608.72	19,657.82
Ministerial Education	2,840.00	4,492.37
Ministers Relief	1,059.07	3,706.24
Total.....	\$39,134.30	\$104,843.15

These figures show a phenomenal progress, but we have no intention of slacking pace. The objects are worthy

and must continue to receive our support. As we are able we shall do better by them.

We have spoken of our other work only to suggest that if our colleges are to be the most useful to the denomination they must receive exactly the same kind of enthusiastic financial support. Their work is never done. More and more of our young men and women are seeking a collegiate education. They will come to our denominational colleges for it by preference. The only thing that will keep them away will be the lack of equipment of our colleges. Unless this lack is to be felt our colleges must have increased means, for as our denomination grows the needs of the colleges grow.

Will this condition be met? We think that it will. President Eliot's prediction is to prove true. Our colleges will be the recipients of immense gifts. This will be in the future. At the present, it must be confessed, it is hard to get money for our colleges, at least for our Baptist colleges. We are getting some, but every dollar seems to represent a real sacrifice. The reason is not far to seek. We are not at the giving period of our economic development. Our people are adding to their wealth but are needing their money to develop industrial and manufacturing enterprises. They will reach some day the economic condition of New England. Then our colleges will not want for money. In the meantime, they will not have suffered without compensation if they have received the repeated gifts of great numbers of men and women of our denomination.

Another condition of the future well-being of our denominational colleges will be that they shall put the main

emphasis on the work of education and place more restrictions about the many diversions that tend to wean students from study. We want no fraternities, which, though they did no other harm, consume much of the time of the student.

Inter-collegiate athletics is another of those diversions that have been weighed in the balance and found wanting. We shall not undertake to say that the members of the teams get no benefit from the training; but when they have to play a score or more of games in a season, and be absent from the college on trips sometimes a week in duration and which sometimes carry them into other States, their studies must suffer from neglect. But it is not only the members of the team that waste time on these inter-collegiate games. In many colleges the main interest in the fall term is in football, in the spring term is baseball. On the campus, in the recitation rooms, at the dinner table, in the dormitories, and in the weekly mass meeting, the prospects of the team are discussed, week in, week out. Most of this is a pure waste of time. And this is not all. It is very hard for any college in which inter-collegiate athletics have the right of way to prevent some of the students from drifting together as a crowd of loafers, whose influence on the college is anything but good. Especially is this true if there be a nucleus of professional players, hired with the connivance of the faculty, around whom this group may gather. We must add to all this the time wasted by the students in chasing the team around to the various towns where it plays. Besides athletics, we are having to encounter such diversions as glee clubs, dramatic clubs and orchestras, all of which lessen interest in the

main object of study. All of these must be dealt with in a courageous way by boards of trustees and faculties of denominational colleges, unless in the eyes of the people they are to appear as winkers at corrupt practices in athletics and encouragers of groups of idlers. What our people have a right to expect of the denominational colleges is that they shall be places where the main interest is education. Their future well-being is closely involved in just how they shall meet this situation.

Closely connected with such diversions as athletics and fraternities, but not confined to them, is another evil which our colleges must check unless college education is to be restricted to fewer students than it should be. Extravagance in college life is what we mean. Boys and girls are spending too much money at college—not too much for board and tuition, perhaps, but too much for things that rather interfere with study than promote it. I am giving a summary of an article on the subject written by Mr. G. J. Nathan, and appearing in the current number of the *American College*.

The average undergraduate, says he, spends much more for clothes to-day than he did a few years ago. He keeps his trousers creased and has discarded corduroys. In many of the fraternities and other clubs it is no longer allowed a member to appear at dinner in his campus clothes. He must have fresh linen, and in many cases there are rules as to his other clothes. The student of to-day is also made to feel that it is his duty to support the athletic teams. He must buy a season ticket to the games, he must follow the team to distant towns. He must also spend money to meet the increasing extravagance in balls

and dances. He gets the finest carriages, buys costly flowers, and has to contribute his share to meet the great cost of decorations of ball-rooms. Refreshments are no longer simple but elaborate and costly at all social functions. The student is also encouraged to buy clothes and other articles on a credit, a thing which tends to extravagance. Then again, the college student of to-day has to subscribe to something almost incessantly. He has dues to pay to this organization and to that. Then there is an increasing number of smokers, concerts, banquets, and the like, on which he must spend money. The glee club goes on long trips, and though the general expenses are paid, the members have unavoidable private expenses connected with traveling. Then there is money to be spent on entertaining students from other colleges, on class benefits, on class teams and games, and sometimes for a lost wager on the result of an inter-collegiate game.

Mr. Nathan concludes:

“As has been stated in the preface to this discussion, a man can still go through college and acquit himself as well and on as small an income as he could in former years, but the increase in extravagance among the general college community remains an incontestable fact. The expenses of the undergraduates who indulge in what is known by the general phrase of ‘college life’ are steadily becoming heavier. Speaking broadly, it is true that he who runs must spend. There are some men who can run and win in the college game through sheer force of personality, but the greater number are forced to accelerate their speed—if they would run at all—with money.”

Not quite all the above-mentioned occasions for extrava-

gance are found in our denominational colleges, but very many of them are showing their heads. Besides, there are other calls upon the student's purse, such as enforced contributions to pay athletic trainers and professional players, which are not mentioned in the long list of Mr. Nathan.

Now nothing can be plainer than the fact that our denominational colleges should institute again the rule of "plain living and high thinking" among their students. Perhaps they can not check the evils all at once. But they can refuse to allow pay concerts and lyceum lectures; they can do away with the expenses of inter-collegiate athletics; they can refuse to allow students to leave the college to attend contests of whatever nature; they can refuse to encourage clubs; they can limit the number of banquets; they can forbid pay entertainments; they can keep their students from being solicited for money for this and for that; in short, they can keep the general scale of living on a simple basis. And they can do this without limiting the culture of their students in the least. It is not indispensable to a student's culture to hear some lyceum's mountebank lecture on Shakespeare. He can learn more from his professor of English. And, as was said before, the most of these things divert the student from his college work. So whatever other institutions may do, let our denominational colleges keep education cheap. Then they will keep the door of hope open to the poor boys who desire an education and will find their halls thronged with the sons of the well-to-do also.

About forty miles out from Chicago, at Valparaiso, Ind., is a university that has no endowment. It is not supported by any denomination. No State showers money upon it. It is situated in the midst of a region where are

some of the largest State universities and normal colleges and some of the strongest denominational institutions. And yet, with all these drawbacks, this institution is second in number of students in attendance of all the educational institutions in the country. Why? Simply because it keeps education cheap. The student gets his board, tuition, and room-rent there for \$102.60 for the college year. And the board is as good as or, according to Mr. George Kennan, writing in *McClure's*, better than is to be had in the commons at Yale. Twenty-five years ago this university was started by two men with little capital. To-day its property is worth millions.

I have mentioned this institution to show what a college can do by keeping expenses low. Our denominational colleges can learn a lesson here. There are many poor people in the denomination for whose education the denominational colleges ought to provide at a minimum expense. It needs no prophet to tell that the future of the denominational college will be greatly influenced by the way it meets this question.

Finally, let us say that the future of the denominational college will depend very much upon its religious influence upon its students and the commonwealth. In fact, that is what I have been trying to say through much of this article. The future religious influence of the college must be in a practical way. Positive religious instruction will have its influence as it has always had, but if in addition to giving this, our colleges can meet squarely and bravely and in a militant Christian spirit the present evils of college life and others that may arise, they will not only have the most powerful influence on the character of their students but they will gain for Christian education a place in the affections of people generally that it has not hitherto had.

Special Needs of Meredith College

BY PRESIDENT R. T. VANN.

In founding this institution its promoters contemplated a school whose standard should be exceptionally high at the outset and whose progress should embody the best modern educational ideals. To meet these requirements a heavy outlay of money was necessary before the College could be opened, and its rapid growth since the opening has made necessary the expenditure of large sums each year. More land, other buildings, new furniture, larger equipment for the various departments, together with larger salaries on account of the higher grade of teachers now employed in most of the departments, have kept the treasury empty and sometimes sent the trustees to the money lenders. Many thought at first that doubling the number of students would bring in sufficient revenues to meet the running expenses and at the same time make all necessary improvements. But these good friends forgot the policy of the trustees, which was inaugurated at the beginning and has been maintained ever since, of running the school at cost; and in fixing fees it has not always been possible to forecast the outlay that special improvements would demand. Moreover, the trustees have been unable to supply needs that have been long felt and urgent because they could not raise the charges beyond the reach of our people. And thus we find ourselves hardly bested for lack of funds. Not only is our efficiency impaired, but our growth is entirely checked in some directions and is seriously hampered in every way. A rapid survey of the situation will illustrate and emphasize these statements.

The Science department has outgrown its quarters and its teaching force as well. We have been able thus far to give it only one professor and one assistant; and these two have had to cover the whole field of the sciences as taught here. So that Chemistry, Biology and Physics are the only subjects that we are able to teach regularly, while Geology and Botany must be taught in alternate years. Now, while these two teachers seem to be doing excellent work as far as they may under the circumstances, manifestly, with such a limited force, something must be neglected; and the chances are that in trying to spread their work over too many subjects the best results can not be secured. Biology, Chemistry and Physics occupy each a comparatively small room barely sufficient to accommodate the present classes and apparatus; so that with the yearly addition to the apparatus and the constantly enlarging classes that are appearing from year to year, it will be a matter of only a short time when we must erect a science building or turn the department out of doors.

The Professor of Mathematics has to turn aside to teach Astronomy, surrendering a part of his proper work to assistants; and while he has an excellent and up-to-date telescope, instead of being placed in a properly-constructed observatory, the instrument must be moved around from place to place to meet the needs of the students. It is not sufficient to say that this school is as well equipped in this respect as most Southern Colleges for Women. It may be even better equipped for that matter, but still, its equipment is insufficient for its present requirements.

The music school is about as well furnished as one could ask in the matter of instruments. But this department has expanded so regularly and so rapidly that it taxes our

present capacity to the utmost, and thus, notwithstanding the fact that our accommodations have been nearly doubled since the school first opened, we are already face to face with the problem of providing more room for the music school. And since every year brings a larger number of students, it will appear at once that this question must soon become acute.

Moreover, music should not be taught in a building where the study of the liberal arts is pursued, for reasons that will at once suggest themselves. The two should be far enough apart for each to avoid the confusion of the other, so that not only the growth of the music school but more efficient work in the school of liberal arts requires the speedy erection of a separate music hall. And this new building must contain not only room for teaching and practicing, but a large auditorium as well. Our present chapel, after being twice enlarged and extended beyond the limits allowed by the laws of acoustics, suffices now for only ordinary occasions, and many times each session its capacity is largely overtaxed. The new auditorium should seat not less than 2,500 people.

No less straitened is the department of physical culture. Beginning with only a little more than half the present number of students and when comparatively little attention was paid to the subject, no special arrangements for its accommodation then seemed necessary. But with the growth of the school, the employment of a regular teacher and assistant for this work, and the organization of the department, an ample and well equipped gymnasium has become a necessity. Without such equipment it does not appear how we can conduct physical culture successfully.

For a library we now use two recitation rooms. But

while these rooms have been fitted up as well as they can be under the circumstances, they are, and must necessarily remain, inadequate for the purposes of a library in respect to space, equipment and adornment. For a library should be not only ample, airy and well furnished, but it should be attractive and pleasant, so as not only to afford eager students opportunities for comfortable reading and study, but to invite the indifferent and cultivate in them a taste for reading and study.

And then, we ought now to have a good infirmary. We have already a physician and a nurse, each employed by the year, and every practicable attention and comfort are now afforded our students. But while the two wards and private room are cut off from the rest of Main building, clearly the best results for patients can not be secured when they must be put in any part of a building that is occupied by a hundred students and teachers, however isolated the rooms used and however much care may be exercised in the preservation of quiet. In a school with four hundred students an infirmary is of the greatest importance, and one should be erected at once to cost not less than \$5,000.00.

But if we had the money we have not the land on which to erect these buildings. Our original board of trustees, who were charged with the duty of the erection of the school, included a number of our wisest men. They had offered them some beautiful sites without the city, but after careful consideration these men selected the present location, which is within a block of the capitol; while fully aware of the advantages of an out-of-town location, they thought that these were more than outweighed by those to be gained by the site selected. And while land was high

in town and money was scarce, they felt that the school should be placed where it ought to be, and waited for time to supply the means for enlargement. But the necessity for enlargement has come more rapidly than they anticipated. There is pressing need already, not only for building lots but also for a playground. We now have an open gymnasium court, and another for ball grounds, but we greatly need a large enclosure for still more ball grounds, a race track, etc., where the whole student body could gather occasionally for genral sport.

Some of the needs less pressing but no less real are a separate home for the president, a well-equipped laundry, a deep water well, and an electric plant of our own. The laundry would not only save us from much of the danger of infection and vermin to which we are now exposed but would also furnish the students cheaper service. The light and water plants suggested ought to supply the school in these two respects quite as well as we are now supplied and a deal more cheaply.

To summarize then, we greatly need at once a broadening of our work in some departments, more teaching force, a science building, a music hall, a well-equipped gymnasium, an attractive library, a well-furnished infirmary, a laundry, a private water supply, and an electric plant. To meet all these things in the way of building and equipment, we need not less than \$150,000, and \$350,000 more of invested and interest bearing funds in order to make possible the higher advantages that we are anxious to offer, and at the same time to keep these advantages within the reach of our people.

The Need of Endowment for Denominational Colleges

By LIVINGSTON JOHNSON

Corresponding Secretary Baptist State Convention.

That there is an important place in our educational system for the denominational college, few will deny ; some of us sincerely believe that it holds the most important place in that system. A majority of the young men and women who are in college in this State are in denominational colleges. Though the State is expending hundreds of thousands of dollars annually for higher education, more than half of the number of young people in college are being prepared for citizenship without one penny of cost to the State. Some of us believe that the kind of training given by the denominational college is far better than that offered by the State colleges.

Now, if the denominational college is such an important factor in our educational work, it should be maintained and made more efficient, and to do this adequate endowment is absolutely necessary. The trustees of a denominational college are beset on two sides ; the patrons complain at the high prices charged, and the teachers complain at the low salaries paid. There is some ground for each of these complaints, but the trustees are unable to remedy the evils. At every commencement they hear these old stories and wrestle with the difficult problem. Wake Forest and Meredith are both run at cost. The trustees do all in their power to hold down the expenses, but despite their most earnest efforts these increase slightly each year. We are

certainly not extravagant in the salaries we pay. Perhaps all will admit that teachers are the most poorly paid class in the State. Teachers in State colleges are paid far better salaries than those of equal ability who teach in our denominational colleges. These State schools have an enormous income from the public treasury which, together with fees and tuition, makes it possible for them to pay large salaries, and still hand out scholarships with a lavish hand.

Wake Forest has, in round numbers, \$300,000 endowment, and Meredith \$50,000. The income from the Wake Forest endowment, at six per cent is \$18,000, and from Meredith endowment \$3,000. The State University and the Normal receive each \$75,000, in round numbers, annually. It would require an endowment of more than \$1,200,000 to produce this income, and yet Wake Forest and Meredith, with their very meager endowments, are offering education at almost, if not quite, as little cost as it can be secured at the States colleges. These figures should prove to all who are concerned, that those who are charged with the management of our denominational colleges are practicing rigid economy.

The time has come, however, when we must have more endowment. This is especially true of Meredith. The crying needs of the college can not longer be met without a larger income. We have a plant worth \$272,000, located in the very heart of Raleigh. This plant, however, instead of adding to our current fund, is a constant drain upon it. It always costs more to equip and maintain a costly plant than it does one of little value; but a plant such as ours is worth vastly more to those who attend the college. The school is now doing its work in crowded quarters and is sadly in need of other buildings. We must add to the

equipment and to the teaching force. The high cost of living is being felt keenly by those who have in charge the finances of the college.

All these things make it imperative that we receive a larger income from some quarter. How is it to be obtained? Shall the trustees raise the price of board and tuition? This they are determined not to do if it can possibly be avoided. Shall they reduce the salaries of teachers? They can't afford to do that, as these salaries are already very low for the grade of teachers that compose the faculty of Meredith. To raise board and tuition to any considerable extent will result in a loss of patronage. There are a few girls in the State college now who would be at Meredith were it not for the fact that financial inducements, in the way of free tuition, were extended them which Meredith can not offer. A large endowment is the only solution of the problem. If the college had an endowment equal to the value of its plant, it would relieve its necessities for some time to come and put it in position to receive a larger number of students and do a better part by them, without additional cost.

The school has been in operation now for over a decade, and no effort has been made to secure for it an endowment. The fifty thousand dollars that has been given came in the form of bequests from friends of the school.

At the session of the Baptist State Convention which was held in Wilson in 1908 the trustees were instructed to begin a campaign for endowment at as early a date as, in their judgment, it was wise to do so. As Wake Forest was in the midst of an effort to collect the subscriptions to its endowment, Meredith modestly stood aside. The hour has struck, however, for a movement in behalf of Mere-

dith. Wake Forest will close up its collections at the end of this year, and Meredith must have the right-of-way.

The phenomenal success of the school from the first vindicates the wisdom of those who were foremost in founding it, and the large number of students waiting for its doors to open showed that our people were not only ready for it, but that its coming was too long delayed. After a decade of vigorous life and valuable service, it comes to the denomination with an earnest plea for help. This new demand upon the denomination has been created by the very success of the institution. It is coming into a larger life, and is forced to appeal to its friends and supporters for the means necessary to fit it for its greater sphere.

There are many calls upon our denomination, but our people are abundantly able to meet them all. The Baptists of the State are in far better condition financially than they were when the buildings of the college were erected. Indeed, our greatest danger now is our prosperity. The stewardship of wealth is a living question with the Baptists to-day, and one to which they should give serious thought. The endowment of Meredith College offers to the Baptists of the State a fine opportunity to place some of the money entrusted to them by the Lord where it will do good for all the years to come.

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MEREDITH COLLEGE

QUARTERLY BULLETIN

MARCH 1910

Founders' Day at Meredith College, January 27, 1910

In Memory of Meredith

(Editorial in *Biblical Recorder*, Feb. 2, 1910.)

The Founders' Day exercises at Meredith College last Thursday were altogether worthy of that splendid institution and of the fathers who planned it and laid wisely its foundations.

Faculty, students, trustees, and many friends assembled in the Chapel at 10:30 o'clock. There was appropriate music by the College choir, invocation by Rev. A. J. Moncrief, Scripture reading by the editor of the *Recorder*, and prayer by Dr. W. C. Tyree.

By request of President Vann, Mr. Josephus Daniels, editor of the *News and Observer* and a staunch friend of the College from the beginning, presided over the exercises. On assuming the chair, he made a very timely address, which we are pleased to print in another column.

In a very happy introduction, Mr. Daniels presented as the speaker of the day Dr. John E. White, pastor of the Second Baptist Church, Atlanta, Ga. Dr. White is known not only throughout his native State, but throughout the South and in many sections of the North, as a highly

gifted speaker. We dare say that in his Founders' Day address he surpassed himself. Certainly his utterance was notable, not only for the oratory displayed, but especially because it made Thomas Meredith move as a living personality before our eyes, and because it presented his conception of culture in a masterful plea for educational Christianity. We are pleased to announce that an abstract of Dr. White's address will appear soon in the *Recorder*.

After the exercises in the Chapel, the audience, led by the Senior class and the student body, proceeded to the grave of Meredith in the old City Cemetery, where an appropriate song was sung, an address delivered by President Vann (printed elsewhere in this paper), a chaplet was placed above the remains of the illustrious dead, and the benediction pronounced after singing the following "Hymn dedicated to Thomas Meredith," written especially for the occasion by Miss S. Elizabeth Davis:

"Sacred be the adopted soil
Where thou retest from thy toil;
Sacred be to us thy name,
Ours the keeping of thy fame.

With thy dreamer's vision clear,
Thou didst see this far-off year,
Sawest our Alma Mater rise,
Built in tears and sacrifice.

Thine the faith which could not fail,
Righteous prayers which must avail;
Thine the hero's rugged strength,
Wisdom justified at length.

As the years pass on to God,
Cherish we this hallowed sod;
Womanhood shall guard thy rest,
Rise and call thy memory blest."

Meredith and His Paper

(Address delivered at Meredith College by Mr. Josephus Daniels, editor of the *News and Observer*, upon assuming the chair, at President Vann's request, to preside over the exercises of Founders' Day.)

This is the day of the editor, for we are all gathered here this morning to pay tribute to one of the ablest men of the profession. Nathaniel Macon, one of the greatest men North Carolina ever produced, once said when the press was engaged in criticising the eccentricities of his devoted friend, John Randolph, "a government of editors would be a government of the hungry." I deem it proper to open this meeting to-day with this quotation from Macon for two reasons: (1) Because this institution, having been established by the Baptist church, it is fitting that I should quote from the statesman of Bute, who declared that in religion he was of "the Baptist persuasion," and (2) because, so far as I know, this is the first educational gathering ever held to do honor to an editor, and this is the first institution established that bears the name of a man whose chief distinction is that he established in North Carolina a journal that has been one of the most influential factors in the moral and educational life of the State.

"If Thomas Meredith had done nothing else but give this institution its distinguished and suitable name, that were enough to make him immortal," said a bright North Carolina woman the morning after she read that the trustees had named the college Meredith. But it was because he wrote his name large on the page of North Carolina history that the name is fitting and gives distinction to this college.

The speaker of to-day will tell the story of his life—and he will tell it with a vividness that will clothe Meredith and make him seem a living force to-day, as he was when his towering form walked these streets. It is a happy augury for its future that you have named this college for a man who gave to his Commonwealth the most priceless gift that any man can bestow—the gift of himself. We have had notable Founders' Days, when tributes have been paid to men who gave liberally of their possessions to establish colleges. It is well that we do so, for men who have money are serving their generations and posterity worthily, when they endow colleges and put education in the reach of those who otherwise could not enjoy its advantages.

But we are here to-day to do honor to a man who gave more than any rich benefactor North Carolina has known—a man richly endowed, who gave himself fully, wholly, unreservedly, to a people who needed the stimulus of a broad-gauged leader who had consecrated his all on the altar of a noble purpose. Thomas Meredith saw a great vision. "He was not disobedient to the heavenly vision," and he caused the rays of his vision to carry light to those who saw only the material things around them. He learned that the spoken word when uttered influences those who hear it, and perishes, while the written word is immortal. He preached in the churches when he first came to North Carolina, but he was not a Whitefield nor a Broadus, and his preaching made no epoch in his church. He put his pen to paper, he bought a little printing press, and began to instruct through the *Biblical Recorder*, and thereby employed the mightiest engine for spreading truth that the mind of man has conceived. It was as an editor that he

made fame and sowed the seed from which we are gathering a harvest to-day.

The *Biblical Recorder* is the fulcrum of your denomination. Tear down your colleges and orphanages and church buildings, but leave that paper to be read by the people, with the spirit breathed into it by Meredith and transmitted through the line of journalistic apostolic succession to bishop Hight C. Moore, and your colleges, church edifices and orphanages would spring from the ruins. But tear down the *Biblical Recorder*, blot out the teachings of that powerful journal, and you would struggle in vain to secure the agencies of religious and moral elevation that the State needs and your churches must have.

Meredith, in a day when journalists worked with dull tools, kept toiling because the vision he had seen on the heights was ever before him. In his little printing office he saw Wake Forest, with a score of buildings, driving out ignorance from the ranks of the voters; he saw orphanages and other eleemosynary institutions; he saw this college, called into being to educate the women who had too long been forgotten—he saw, with the eye of faith, this strong faculty and splendid body of beautiful young women preparing themselves for their high mission, and it was his vision that cheered those who came after him to bring it to its present high plane. Indeed, the glory of your institution was apparent to Thomas Meredith when President Vann was learning his letters, and the inspiration of that great editor has fallen like a mantle upon his shoulders, as he has made Meredith College worthy of the honored name it bears.

Thomas Meredith

(Abstract of Founders' Day Address by Rev. John E. White, D.D., at Meredith College, Raleigh, N. C., January 27, 1910.)

The democratic folk in this country have a warm place in their hearts for Oliver Cromwell, and yet, by appearing when he did on the scene in England he cost the cause of the colonies more than the historians have been able to calculate. From the settlement at Jamestown in 1607 to the arrival of Oliver in England, the best blow a liberty-loving Englishman could strike for freedom was to emigrate to America. And come they did, with no little resolution, about twenty-five thousand of them, the best bone and sinew, blood and bloom of English yeomanry, till Oliver came and put a stop to it. So it happened that after Oliver Cromwell appeared the man who went off looking for freedom across the seas was accounted a deserter. He gave them liberty to fight for at home.

The movement of population to the American colonies from England proper was never resumed. But when Oliver Cromwell was gone and kings began again to disport themselves about Westminster, the Irish, Scotch, and Welsh began to come over in earnest.

It was one of these movements from Wales in 1707 that brought over the great-great-grandfather of Thomas Meredith. His name was Simon, and he settled in Chester County, Pennsylvania. The family name, Meredith, is a familiar one in English history and literature. The word means "watcher (or guarder) of the sea." The traditional evidence is that the Merediths of Wales were people of

considerable social and intellectual standing. The coat of arms, carefully handed down, is now in the possession of a grandson of Thomas Meredith. It is "a gaunt lion and a shield," "a very old and high symbol of rank and bravery." Relationship is also traced to the family of the famous George Meredith, the author.

Simon, settling in Pennsylvania, begat James, and James begat Thomas, and Thomas begat John, who in turn, about the year 1794, gave us our Thomas Meredith by his Quaker wife, Charlotte Hough, who was said to have been a woman of rare intellectual accomplishments. But what a problem in temperaments we have here? A turbulent Welshman, a high-church Episcopalian, and a placid Quaker, a fighter and a saint. Something will come of that combination.

The ethnologist must regard the colonial period of America as one of the most dramatic and vivid passages in the history of humanity. From his point of view, the colonies were a sort of melting pot for the rarest experiments with the variant types of the human family. In the old countries the conditions were iron-clad, and society was thoroughly stratified and fixed in classes, either by race, rank, or religious separations. The Englishman lived and married in his own tight little island according to his class. The Scotch kept to Scotch, quite satisfied to do so, the Irish to Irish, and the Welsh to the Welsh. Dissenters married Dissenters, Quakers wedded Quakers, and everything went on a most unromantic sort of racial and class regimen. No place for Miles Standish or the gay cavalier courting everything in sight in the Old Country. But in the new country of America all things were free. There was neither rank nor royalty, neither caste nor class. Into the melting pot went all types and temperaments, old enemies

kissed and made up, and feud bloods ran together, and when it came forth a new species had been developed—the American. The human race had passed through a process of reinvigoration.

It may be safely questioned, however, if the colonial melting pot was put to any strain severer than the union of a Welshman and a Quakeress, and that Welshman an Episcopalian with a gaunt lion and a shield for his fighting crest, and that Quakeress a cultivated woman who probably spoke several tongues. We should expect something interesting to happen. In 1795, Thomas Meredith, God's best gift to North Carolina Baptists, happened.

Give me that baby's palm. I will tell you what you may look for in this first-born of John Meredith, the Welshman and Charlotte Hough, the Quaker. He will be, first, not afraid of a fight; in the second place, always on the side of education and progress; and, third, he will have a sound Quaker conscience on the subject of woman's equality in the church and in the schoolhouse. We know how the prophecy turned out.

A man who was permitted to fraternize with three generations of Baptist leaders in North Carolina has gone on record with the statement that "Thomas Meredith was, doubtless, the ablest man who has yet appeared among us." This was written in 1898. It seems certainly true that none of his contemporaries had received the same degree of academic culture. As a lad, his teacher charged that he had feasted himself on Latin instead of mince-pie. At eighteen he was at the University of Pennsylvania, where he graduated. He spoke several languages, was cultivated in music, wrote poetry and stood with his pen couchant and afterward triumphant. The great Alexander Campbell,

who it will be remembered met and vanquished the most brilliant debater in Europe, Robert Owen, was his trophy.

Thomas Meredith came first to Edenton and to the Chowan country, the best place then and now in the whole world to get the characteristics of the Baptists at their highest value. It is interesting to ask why he came, and what was the motive force that sent him, a youth of twenty-four, from Philadelphia to North Carolina. It is probable that he was sent as a missionary of the Philadelphia Association.

But I prefer to believe that his coming was something more than a casual commission of some organization. There is a driving force known as "invincible attraction." Dr. Stephen Weeks refers to it in his book on "The Quakers." It explains many men and many great movements. It is the case of a round hole that wants a round peg, a lock that wants its key, a cause that wants its captain. Martin Ross had dreamed the dream as far back as 1803, and the boy who was to take it from his dying lips was a lad eight years old in Philadelphia. A big business of God was open in North Carolina, and the man for it was in Pennsylvania, studying law at the University; the Baptists are wanting a man for a great opportunity, and the man they are needing is the unregenerate son of a Welsh Episcopalian and a Quaker woman. Now tell me how the matter can be managed? Easy, for God. The young man falls on his good mother's coffin and cries, "O my mother, my mother!" and God touches his heart and he is converted. Being converted and a scholar, he reads his Bible; reading his Bible, he rises up and says: "See, here is water. What doth hinder me to be baptized?" So he is a Baptist by the only true way known among men.

By that path Thomas Meredith was on his way to the cause that needed a captain in North Carolina. By that path he went out from his father's house to the great open door of a land he knew not, there to found and establish the *Biblical Recorder*, write the Constitution of the Convention at Greenville in 1830, issue the masterly address to the Baptists of the State that rallied them to a standard ascendant from that hour and to beat back the foes of a controversial epoch, and in 1838 to introduce a resolution into the Convention calling upon the Baptists to establish a college for women at Raleigh to be companion to the college for their brothers at Wake Forest, then in the fourth year of its glorious history, and thus to be a fixed star of the first magnitude in the galaxy of North Carolina Baptists.

The leaders of Thomas Meredith's day were not so much concerned as we are that education should be Christian, but were more concerned than we are that Christianity should be educational. We have reduced our appeal to a formula, and it is quite possible that in vigorous contention for the formula of "Christian education," we may miss both Christianity and education. Is our trouble after all a failure to get education according to the Shibboleth, like our failure to get Christianity according to its New Testament genius? Should we not be on a stronger platform if we should insist more upon a Christianity aggressively asserting its educational function? Aggression is the boldest defense. We are back at a fundamental point of view when we insist that Christianity in all its outlook and outlet is a force conquering by enlightenment, overcoming by the improvement of humanity.

Christianity engaged in education obtains its sanction

primarily in the decree of God that men are ordained for improvement. The tendency of our times is to put the problem of education outside the realm of religion altogether. From this tendency two evils are resulting: the scope of Christianity which as an enterprise is narrowed, and more evil still and profoundly impossible, the secularist proposes to build a Christian civilization on a paganized pedagogy. Christianity asserts the foundations of culture in an educational conscience, rooted in the idea of a divine law. God implanted the necessity and, therefore, the righteousness of education in all that He made. The little seed struggles to thrust itself up through the stubborn soil. "Every clod feels a stir of might, an impulse within it that reaches and towers to come to this soul in grass and flowers." An acorn throbs with an elemental yearning to fulfill itself in the oak as God had commanded it. Every oak that expands its leaves in the warm breath of heaven, every flower that paints its blossoms with the colors of the sky, is obeying a divine decree, is an expression of the upward striving of the weary spirit, for what the will and testament of God had commanded for them. So every broken flower and every stunted plant is a wrong somewhere and a wrong against more than the flower and the plant.

Christianity engaged in education proceeds upon a principle divergent at the outset from all merely utilitarian conceptions of life. Its philosophy is that the development of the human being is a matter of profound moral seriousness. A man has not the right, in the Christian conception of a man, to be willfully all that his human nature makes possible. It introduces the corrective of restraint from wrong development and of constraint in

the other direction. Its pedagogy gathers around the word duty. It challenges all that a man has a right to be developed into what God ordained him to be, and therefore what he ought to be. Its method also diverges. For its educational exemplar it takes not Froebel, but Christ. Froebel said: "Follow nature." Christ said: "Follow Me." Froebel said: "Become natural; be yourself." Christ said: "Be ye perfect according to the perfection which is in your Father in heaven." Secularism in education goes over boot and baggage to the training of man's faculties of memory, imagination and reason. Christianity in education esteems these faculties, but as the handmaids of faith, hope and love. Secularism says, make men and women capable, efficient, powerful, and you have achieved the sublime in education. Christianity goes further. It is aiming at the goal of character. It is dealing with men as souls, and it says, make men and women capable, efficient, powerful, but take pains above all things to make them capable for good, efficient for good, powerful for good. The issue is clear-cut. Between a civilization capable, efficient and growingly cynical toward the imperium of righteousness, and a civilization capable, efficient and powerful in the supreme obligation of moral character, the modern world is fast choosing.

A definition of education going the rounds declares that education is: (1) To want something; (2) to know what you want; (3) to know where to find it when you want it; and (4) to know what to do with it when you find it. That is very well for man considered as a sort of human machine for turning out results, but it is immeasurably insufficient and degrading for man considered as a soul engaged in the sublime task of becoming what is possible

for him in two worlds. The question that sometimes disheartens the conscientious secularist when he stands in the presence of an untimely bereavement, whether it is worth while to improve a man's mental faculties at great pains and expense, since he so soon and suddenly ceases their use and enjoyment, is never a question where Christianity is engaged in education. The Christian college does not calculate its compensation upon what the man may be able to accomplish in the brief space of an earthly existence. It stands by no grave lamenting the loss of love and labor which death has wrought. Its investment in the student is based upon a claim in him for a dividend that eternity alone can calculate. Its tuition starts from the gleam of faith in the eye of the teacher as he looks upon his class as a company of immortals, and it passes on and out into value, the very conception of which gives to the teacher's opportunity a divine intent and to his work nothing less than the dignity of cooperation with Almighty God in an eternal business.

A college founded upon these principles is the fit instrument of progress. It takes its place in the very middle of human life. It mediates in the transitions of a changing order. The world is passing from ignorance to knowledge. The gravest perils attend the process of transition. History warns us that the nations which have perished have been most cultivated, and that though it is true that we must educate or perish, we may educate and still perish. The world is passing from poverty to wealth. Our most serious problems are rising out of this issue. The world is also changing the forms of its faith, putting religious emphasis in new places, restating the ancient truth to the modern understanding. Most profoundly the interests of

humanity are involved. To a far greater extent than the pulpit or the press, the Christian college is in a position to influence the world safely and sanely in these issues of a changing order. It stands between the past and the future with its hands upon both. It stands between ignorance and knowledge in the two-fold allegiance to both. It stands between poverty and wealth to conserve the humble virtues of the one and to warn against the inglorious cheat of the other. It stands between the traditionalist and the progressive in religion and utters with authority the one magic name above every name which holds the charm that binds together the threatened inharmonies between the young man's religion and his father's faith.

“Subtlest thought may fail and reason falter;
Churches change, forms perish, systems go,
But our human needs they do not alter;
Christ no after age can e'er outgrow.”

By the Grave of Meredith

(Address by President R. T. Vann to Meredith College students and friends, gathered at the grave of Thomas Meredith in the old City Cemetery, Raleigh, to conclude Founders' Day Exercises.)

The exercises just concluded in the Chapel were a part of a regular function—these are special and exceptional; those occurred by order of our trustees—these were prompted by our Senior class, representing their fellow-students and teachers as well. Very beautiful and womanly is the spirit that brings us together around this grave. It proclaims the highest type of humanity. Brutes give no sign that they cherish the memory of their dead, and even savage man appears to show little of such a sentiment; but as we

rise in the scale of being we erect tombstones and weave chaplets for the graves of our lost ones; not merely of our loved ones, but of all the worthy and great. Such a spirit also partakes of deity, for God often reminded His ancient people of Abraham and Isaac and Jacob and David. And in doing this He not only bade His people emulate their virtues, but He also showed that He Himself cherished their names in loving memory. And so we do well to bring to such a grave as this our songs and flowers and hallowed memories, for he was worthy for whom we do this.

Coming among us as a young man and a stranger, Thomas Meredith soon showed that he came as no self-seeking adventurer, but like Abraham under a call Divine, to a land that he knew not, if not to found a race at least to uplift a people. He entered heartily into the life of this people and dedicated his mighty powers to their service. His character and ability soon set him in the front as their leader. When he established his paper, he became not only their mouth-piece, uttering their sentiments and defending their faith, but their prophet also. And when a little later he struggled for the erection of a high-grade woman's college, he laid the foundation for all that has been achieved or may be by the school that honors him to-day. And thus he wrote his shining name across the front of two great movements destined to shape the life of his people through all the after-centuries.

When at last his crown was ready and God called him up to the coronation, he laid his ashes to rest in this new land of his love, far way from the home of his birth and the graves of his sires. But his spirit has accompanied and inspired those for whom he lived through all the sixty years that have elapsed since he left us.

When Israel was leaving Egypt, 'mid all the hurry and confusion of that midnight exodus, they forgot not to take the bones of Joseph. They carried these relics through all their wanderings; carried them I know not where, but somewhere near the Ark of the Covenant, I fancy, for they, too, were holy. And when Caanan was won we read that they buried the bones of Joseph in Shechem. Thus Israel in their pilgrimages to the sacred shrine were inspired through the years by the memory of Joseph. And as we gather around this dust of Meredith, let us recall his virtues and seek to emulate his noble life. Let us here resolve highly that the school for which he toiled shall more than realize his highest ideals; that in its spirit and achievements it shall prove worthy of the great name it bears.

Happenings of the Year at Meredith

Life at Meredith College is as strenuous as even our ex-President would approve. Every hour brings its allotted duty, and sometimes several, all demanding immediate attention. When, however, the situation becomes so tense that something threatens to snap, our Committee on Entertainment comes to the rescue with some diversion.

The first break into the daily routine this year was made by the coming early in October of Victor's Italian Band. These music-loving Italians gave a concert so unique and delightful that we should be glad to have them again in our midst.

On November 11th we were most agreeably entertained by the Hinshaw Grand Opera Quartette. Seldom, even on the regular stage, does one hear anything finer than their program of song, which included two scenes from the opera "Martha."

The next interesting event was Frederick Warde's impersonation of several of Shakespeare's women. Those who have heard Mr. Warde can realize that this evening in company with the Bard of Avon was refreshing to mind and body.

We were all ready for the Thanksgiving holiday, which brought with it a genuine spirit of gratitude for the many blessings of the year. Among these we counted good health, an earnest body of students, and an efficient and harmonious faculty.

In December, Dr. Porter, Field Secretary of the Baptist Foreign Mission Board, gave us three eloquent and instructive talks on Missions and Mission Study.

The Christmas holidays passed all too quickly, but gave us the necessary rest and bracing up for mid-term examinations, which followed in quick succession. After this exhausting ordeal we were glad to have with us Mr. Sigismund Stojowski, a Russian musician, who gave a varied and pleasing program of piano music.

January 27th was Founders' Day, the day of days at Meredith. On this day, in a program of song, prayer and speech, we are wont to express our pride in the school, and our gratitude to the memory of those who builded so wisely and so well in founding it.

This year Dr. J. E. White, of Atlanta, gave us a sketch of the life of Thomas Meredith. With the story of this good man's career he interwove an eloquent and stirring appeal for the Educational Christianity for which our fathers stood, rather than for the Christian Education of which we talk so much to-day. After the exercises in the Chapel, the school, with many friends and visitors, repaired to Meredith's grave, where memorial exercises were

held. These consisted of one of the best of Dr. Vann's characteristic talks, and songs sung by the Senior class, who had charge of the service. The last song, composed for the occasion, was dedicated to Thomas Meredith. In the afternoon the faculty were "at home" to friends and patrons of the school. The parlors and halls were thronged with visitors, and our social enjoyment reached high-water mark. In the evening the students received their friends; and thus ended a day memorable in the annals of Meredith College.

On February 1st, Mr. Byron C. Piatt delivered a lecture in our Auditorium, on American Morals. This lecture impressed the listeners diversely: some regarding it as a timely warning to a society rapidly becoming cosmopolitan—in other words, corrupt; others insisting that such a subject should not be handled without gloves before a refined audience. All agreed, however, in admiration of his really wonderful power of description.

A few evenings after Mr. Piatt's lecture, Mr. Hannibal Williams gave us a reading from Shakespeare's *Henry IV*. His rendition of this great historical play was strikingly natural; hence, forcible.

The last of our series up to date was the lecture on Robert Browning, February 21st, by Mr. Louis U. Wilkinson, Lecturer for Oxford University, and for the Philological Societies of Leipzig and Dresden. His treatment of the subject was so charming that all regretted the end. According to his theory, Browning is not so obscure after all; and really, while listening to his earnest defense of the great poet, one was almost ashamed of ever having confessed ignorance as to whether "*Sordello* was a man, a woman, or a city!"

Next morning, at chapel exercises, Mr. Wilkinson reviewed for us the present crisis in English politics. His presentation of the subject was clear, witty, and comprehensive. I am sure his audience had a better grasp on the situation after his talk of thirty minutes than could be acquired by reading an indefinite number of newspaper reviews on the subject.

There are yet in store for us two numbers of the series planned by our committee: A concert by the Central Grand Concert Company, and a lecture on some problems of the day, by Dr. E. A. Steiner.

These readings, lectures and concerts vary healthfully the monotony of classroom work, and help to create an atmosphere which no girl can breathe without acquiring culture. One does not need to know it scientifically in order to appreciate good music, nor is it necessary to know an author's life to recognize the merits of his works. Appreciation of the beautiful and true is largely acquired from interpretations by artists who have thoroughly mastered their subjects.

Every pupil can not do the technical work required for a degree, but I maintain that not one can spend three or four years at Meredith College without gaining polish, and at least an amateur acquaintance with the liberal and fine arts which may materially increase her usefulness as a member of society in any condition of life.

The aim of this institution is to give girls such training that they "may be as corner stones, polished after the similitude of a palace."

Lecture and Recital Course at Meredith

This course, which was established two years ago, embraces eight lectures and recitals, that are given once a month as regularly as practicable. A fee has been fixed and published among the regular expenses of the College, and the payment of this fee entitles a student to the benefits of the course. The lectures and recitals are not meant merely for entertainment; indeed, we never admit any lecturer or impersonator or entertainer of any kind to appear on our platform in any pay entertainment. But while the various performances in this course do rarely fail to entertain, their distinct purpose is cultural. They are designed to supplement the work of all the four departments of the College: Arts and Sciences, Art, Music, and Elocution. And such a course, if well maintained, ought surely to be worth far more to the student than the small cost that it entails. Such a lecture, for example, as that of Mr. Louis U. Wilkinson on Browning is not only a valuable extension of the English course, but also cultivates a literary taste and furnishes high literary ideals. And Mr. Frederick Warde in his "Women of Shakespeare" affords in himself a fine illustration of the quality and power of real elocution. So also a master musician in a two-hours' recital may be of more value to a listening student of music than any special lessons in that subject. To these general advantages of such a course must be added the awakening, the broadening and the general uplift, resulting from personal contact with the distinguished people who frequently appear on its programs.

Although established two years ago, the course was not

offered regularly before this session. But its success thus far assures its continuance. With one exception, or possibly two, the entertainments given this year have been of a high order, and it is the policy of the College to improve the course in succeeding sessions. All the extra seats in our Auditorium were sold for the entire course early last fall, and it is hoped that the public patronage will be as generous hereafter. The proceeds of these sales, together with the students' fees and an appropriation by our Board of Trustees, will enable us to secure speakers and performers so well known that the publication of their names and subjects should be a sufficient guarantee of the value of the performances.

Fourth Annual Music Festival

The Fourth Annual Music Festival to be held in Raleigh under the auspices of the Raleigh Choral Society will be given Monday and Tuesday, May 2d and 3d, in the Academy of Music.

For this festival the Choral Society has secured the Pittsburg Festival Orchestra, which made such a great success at the festival last year, only this year the orchestra is increased to forty men, under the direction of Mr. Carl Bernthaler; also the eminent soloist, Mme. Jeanne Jomelli, formerly prima donna of the Metropolitan and Manhattan Opera Companies, who is undoubtedly one of the greatest stars now appearing in America; Mme. Alice Merritt-Cochran, the popular New York soprano, who has been conspicuous at the leading festivals during the past few years; Miss Lilla Snelling, contralto, of the Metropolitan

Opera Company; Dr. Frank Lawson, tenor; Mr. Frank Croxton, bass; Mr. Franz Kohler, violinist, and Mr. Fritz Goerner, violincellist.

The Choral Society, with its present membership of 125 voices, has been rehearsing faithfully during the present season under the direction of Mr. Wade Brown, Dean of the School of Music, under whose training the choral singing has been the chief feature of the past festivals. The Society includes a number of Meredith students, and its rehearsals are held weekly in the College Auditorium. It is in excellent condition, and the choral work at the present festival will be better than any heretofore done.

Mendelssohn's "Hymn of Praise," Bruch's "Fair Ellen," and excerpts from "Tannhauser" and "Cavaleria Rusticana," with the assistance of artists and orchestra, will be the choral works given.

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Contents

	PAGE
Calendar	3
Calendar for the Year.....	4
Board of Trustees	5
Committees of the Trustees.....	6
Officers of Instruction and Administration.....	7
Committees of the Faculty.....	10
Meredith College	11
Foundation and Purpose.....	11
Location	12
Buildings	13
Boarding Club	13
Laboratories	14
Library	14
General Information	15
Religious Life	15
Government	15
Physical Education	16
Hygiene and Care of Sick.....	17
Literary Societies	18
Publications	18
Concert-lecture Course	19
Expenses	20
Tuition	20
Fees	20
Table Board	20
Room Rent	20
Expenses for the Year in the Literary Course.....	21
Payment of Fees	22

	PAGE
General Regulations for Academic Work.....	23
Recitations	23
Examinations	23
Credits	24
Reports	24
Admission	25
In Detail	25
Routine of Entrance	27
Definition of Requirements	27
Latin	27
Modern Languages	28
English	28
Mathematics	31
History	32
Science	34
Requirements for Graduation	35
Degrees	35
Bachelor of Arts	35
Master of Arts	36
Outline of Courses for the A.B. Degree.....	37
Schedule of Recitations	39
Courses of Instruction	40
I. Latin	40
II. Modern Languages	41
III. English	43
IV. Mathematics	46
V. History	47
VI. Science	49
VII. Bible and Philosophy	50
VIII. Education	52
Register of Students	54

Contents.

v

PAGE

School of Elocution	61
Admission	61
Requirements for Graduation	61
Outline of Course for Diploma in Elocution.....	62
Register of Students	64
School of Art	65
Art Medal	65
Admission	66
Requirements for Graduation	66
Outline of Courses	67
Register of Students	70
School of Music	72
Faculty	72
Outline of Course	74
Schedule of Recitations	75
Department of Theory	76
Department of Piano Forte.....	79
Department of Organ	80
Department of Violin and Stringed Instruments.....	81
Department of Voice Culture	82
Ensemble Playing	83
Solo Class	83
Students' Recital	83
Faculty Concerts	83
Choral Society	84
Music Supplies	84
Register of Students	85
Meredith Academy:	
Faculty	91
Admission	92
Expenses	92

	PAGE
Schedule of Recitations	94
Outline of Course	95
Courses of Instruction	96
Latin	96
Modern Languages	97
English	97
Mathematics	99
History	100
Science	101
Education	102
Register of Students	103

CALENDAR

1910

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26	27	28											28		27	28	29	30	31			26	27	28	29	30		
MARCH							JUNE							SEPTEMBER							DECEMBER							
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Calendar for the Year 1910-1911

Sept. 14. Wednesday	{	FIRST SEMESTER begins.
15. Thursday		PRELIMINARY classification of new students.
Sept. 16. Friday		MATRICULATION and REGISTRATION of incoming students.
Sept. 17. Saturday		LECTURES and CLASS-WORK begin.
Oct. 1. Saturday		APPLICATIONS for degrees and diplomas for 1910 must be submitted to the Deans.
Nov. 24. Thursday		THANKSGIVING DAY; a Holiday.
Dec. 22-Jan. 3		CHRISTMAS RECESS.
Jan. 4. Wednesday		LECTURES and CLASS-WORK begin.
Jan. 17-28		FIRST SEMESTER EXAMINATIONS.
Jan. 28. Saturday.		FIRST SEMESTER ends. Matriculation of students.
Jan. 31. Tuesday		MATRICULATION and REGISTRATION of students.
Feb. 1. Wednesday.		LECTURES and CLASS-WORK of second semester begin.
April 18.		TUESDAY AFTER EASTER; a holiday.
May 16-27.		SECOND SEMESTER EXAMINATIONS.
May 28-30.		COMMENCEMENT.

NOTE.—Founders Day: a holiday. Date to be arranged.

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ROBERT N. SIMMS, Raleigh, Vice-President.
JOHN E. RAY, Raleigh, Secretary.
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O. LARKIN STRINGFIELD, Maiden.
WILLIAM CAREY TYREE, Raleigh.

* Deceased.

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WAKE FOREST COLLEGE; SOUTHERN BAPTIST THEOLOGICAL SEMINARY;
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MEREDITH COLLEGE; STUDENT AT UNIVERSITY OF CHICAGO.

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PROFESSOR OF ENGLISH.

† Arranged in order of rank and appointment.

Meredith College.

MARY SHANNON SMITH, A.B.,

STUDENT RADCLIFFE COLLEGE; LELAND STANFORD JUNIOR UNIVERSITY.

PROFESSOR OF HISTORY AND EDUCATION.

*

PROFESSOR OF BIBLE AND PHILOSOPHY.

REBECCA LOCKE MIXNER, A.B.,

MOUNT HOLYOKE COLLEGE.

INSTRUCTOR IN ENGLISH.

† ELIZABETH DELIA DIXON CARROLL, M.D.,

WOMAN'S MEDICAL COLLEGE OF THE NEW YORK INFIRMARY.

PROFESSOR OF PHYSIOLOGY—COLLEGE PHYSICIAN.

† IDA ISABELLA POTEAT,

NEW YORK SCHOOL OF ART; COOPER UNION ART SCHOOL, NEW YORK; SCHOOL OF APPLIED DESIGN, PHILADELPHIA; PUPIL OF MOUNIER; CHASE CLASS, LONDON.

PROFESSOR OF ART—ART HISTORY.

† ‡ WADE BROWN,

BAKER UNIVERSITY; ARTIST'S AND TEACHER'S DIPLOMA, NEW ENGLAND CONSERVATORY OF MUSIC; A. K. VIRGIL, NEW YORK; STERNCHEN CONSERVATORIUM, BERLIN; PUPIL DR. ERNEST JEDLICZKA, BERLIN; R. HUNTINGTON WOODMAN.

DEAN OF SCHOOL OF MUSIC—HISTORY OF MUSIC AND ANALYSIS.

† CAROLINE BERRY PHELPS, O.M., A.M.,

EMERSON COLLEGE OF ORATORY; ADRIAN COLLEGE.

PROFESSOR OF ELOCUTION.

† KATHARINE LOUISE FORD, A.B.,

GRADUATE OF THE SCHOOL OF ART, MEREDITH COLLEGE; STUDENT OF THE SCHOOL OF DECORATIVE AND APPLIED ART, NEW YORK; MEREDITH COLLEGE.

ASSOCIATE PROFESSOR OF ART—ART HISTORY.

† GUSTAV HAGEDORN,

PUPIL OF ADOLPH HAHN AND LEOPOLD LICHTENBERG; LATE MEMBER OF CINCINNATI SYMPHONY ORCHESTRA (FIVE YEARS); BERLIN.

ASSOCIATE PROFESSOR OF VIOLIN—HARMONY, COUNTERPOINT.

* Will be supplied.

† Giving one or more courses toward the A.B. degree.

‡ In Europe, on leave of absence.

Page 8.

L. E. M. FREEMAN, A.B., A.M., B.D., Th.D.

Furman University; Harvard University; Newton Theological Institution;
Southern Baptist Theological Seminary; Student at University of Chicago.

*GERTRUDE SOUSLEY,

NEW ENGLAND CONSERVATORY OF MUSIC; PARIS.

INSTRUCTOR IN HISTORY OF MUSIC AND ANALYSIS.

WILLIAM JASPER FERRELL, A.B.,

WAKE FOREST COLLEGE; STUDENT AT CORNELL UNIVERSITY.

BURSAR.

GERTRUDE ROYSTER,

GRADUATE OF ST. MARY'S SCHOOL; STATE NORMAL COLLEGE; SPECIAL STUDENT OF
PHYSICAL TRAINING AT TRINITY COLLEGE, COLUMBIA AND YALE.

DIRECTOR OF PHYSICAL EDUCATION.

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ANNIE JUDSON THOMPSON,

STUDENT ASSISTANT IN ELOCUTION.

ADA MAIE MIDDLETON,

STUDENT ASSISTANT IN LIBRARY.

ELIZABETH ANNE BASS,

STUDENT ASSISTANT IN LIBRARY.

MINNIE CLAIRE MIDDLETON,

STUDENT ASSISTANT IN PHYSICAL EDUCATION.

* Giving one or more courses toward the A.B. degree.

Committees of the Faculty

Executive Committee.—President Vann (*Chairman*), Miss Paschal, Professors Boomhour, Poteat.

Catalogue Committee.—Dean Watson (*Chairman*), Professors Boomhour, Smith.

Classification Committee.—Deans Watson, Hagedorn, with the Heads of Departments.

Concert-Lecture Committee.—President Vann (*Chairman*), Dean Watson, Professors Hagedorn, Phelps, Colton.

Bulletin Committee.—President Vann (*Chairman*), Deans Watson, Hagedorn, Professors Poteat, Phelps.

Library Committee.—Professors Boomhour (*Chairman*), Phelps, Instructor Mixner.

Athletic Committee.—Director Royster (*Chairman*), Professor Meserve, Instructor Mixner.

Grounds Committee.—Professor Smith (*Chairman*), Miss Paschal, Mr. Ferrell.

MEREDITH COLLEGE

Foundation and Purpose

Meredith College, founded by the Baptist State Convention of North Carolina, was granted a charter by the State Legislature in 1891, and was opened to students in September, 1899. It was formerly named *The Baptist University for Women*; but at their annual meeting in May, 1909, the trustees changed the name to *Meredith College*, in honor of Thomas Meredith, for many years a noted leader of the Baptist denomination in North Carolina. This name is especially appropriate, for Thomas Meredith presented a report to the Baptist State Convention of 1838 strongly recommending the establishment of an institution in Raleigh for the higher education of women.

The College is trying to carry out the ideals of its founders in character building as well as in scholarship. Its intention is to provide not only thorough instruction, but culture made perfect in the religion of Jesus Christ. Students are required to attend some church on Sunday morning, and to attend chapel exercises daily. The Christian type of womanly character is upheld, but special care is taken not to interfere with denominational preferences.

The policy of the College is to offer its advantages at cost. There are no profits or dividends; hence the expenses of stu-

dents are decidedly less than at some institutions of lower grade. An endowment and a loan fund are being gradually accumulated.

Location

Meredith College is admirably located in Raleigh, the educational center of the State. The great number of schools and colleges is due not only to the broad educational interests centering in the State Capital, but also to the natural environment and healthful climate. Raleigh is situated on the edge of the plateau which overlooks the coastal plain, and is three hundred and sixty-five feet above sea-level; thus it is favorably affected both by the climate of the sea coast and by that of the mountains. The water supply, too, is excellent; it comes from a short, clear, never-failing stream which has a controlled watershed, and it is regularly tested by experts. All of the Meredith College buildings are directly connected with the city system.

The College itself is in the center of the city, near the Capitol, and only a few blocks from the State and Raney libraries. Within three blocks to the west and southeast are the First Baptist Church and the Baptist Tabernacle; churches of other leading denominations are also near. Among the many advantages of college life in the Capital City is the opportunity of attending meetings of the State Legislature and the annual meeting of the North Carolina Literary and Historical Association.

Buildings

The College has at present five buildings: Main Building, Faircloth Hall, East Building, and two Cottages.

The Main Building contains the chapel, classrooms, laboratories, library, art studio, living rooms, and dining room.

Faircloth Hall, which is an annex to the Main Building, accommodates ninety-six students, two in a room, and contains four large classrooms, the music practice rooms and the two society halls.

The East Building is used mainly for residence, and contains the dining room for the Boarding Club.

Each of these buildings is lighted by electricity, heated by steam, and has bath rooms with hot and cold water, on each floor. The rooms, homelike and attractive, with plenty of light and fresh air, and the spacious halls, make it evident that every provision essential to comfort and health has been made.

The North and South Cottages are heated by stoves or grates, but in other respects are equipped as the other buildings. These two cottages, together with the East Building, provide the rooms for the girls of the Boarding Club.

The regulations for the five buildings are the same. There are no discriminations made among the students in any way.

A night watchman is employed throughout the College year.

The Boarding Club

The East Building and the two cottages are occupied by the Club. This year there have been one hundred and fourteen girls in these buildings, who have boarded themselves. They do their own cooking and serving; the work being distributed

so that not more than one hour each day is required of any student. They have a manager, who purchases the supplies. The cost of table board in the club this year has averaged \$7.00 a month. It has proved a great success, and more than justifies the hopes of its founders.

It is very important that those who need and desire to take advantage of this club arrangement shall write early and enclose five dollars to secure a room.

Those who are able should apply for board in the Main Building, and room in Main Building or Faircloth Hall.

Laboratories

The laboratories are furnished with water, gas, compound microscopes, lockers, chemicals and apparatus for individual work in Chemistry, Physics and Biology.

The State Museum, to which additions are continually being made, is of much service to the Department of Science.

Library

The approximate number of books in the library is twenty-five hundred. They have been carefully selected by the heads of departments and have just been reclassified under the direction of the General Secretary of the State Library Commission. It is hoped that the friends of the College will contribute towards increasing its library facilities.

Forty current periodical publications, twenty college magazines and fifteen daily or semi-weekly newspapers are regularly received.

The Ramey Library of ten thousand volumes and the State Library of, at least, fifty thousand volumes are open to our students and are within three blocks of the College. The State Library offers, to students of American History, unusual advantages in North Carolina and Southern history.

General Information

Religious Life

The work of each day begins with religious services which the students are required to attend. Those who are not in their assigned seats when the bell ceases to ring are marked absent.

All boarding students are required to attend Sunday School and church Sunday morning 85 per cent of the time, unless excused for special reasons.

The Young Woman's Christian Association is the largest student organization in the College. The work and direction of this body are entirely under the management of the students. The Faculty may become members of the Association, and as such share in the meetings. The Association stands for a deeper spiritual life among the members, and for a united effort to help others to live consistent Christian lives. A devotional meeting is held every Sunday night. The first meeting in each month is devoted to the subject of missions.

Eleven mission study classes, under the direction of members of the Faculty, are pursuing systematic courses of study, the aim of which is to give the student a more thorough knowledge of mission work, both in the Home and Foreign fields. During the past year, a Student Volunteer Band of twelve members has been organized. Our Association is also aiding the Y. W. A.'s of the State in the support of Miss Lanneau, their missionary in China. Miss Lanneau is a graduate of the College.

Government

All regulations are framed with the view of limiting individual freedom only for the sake of moral security and of

obtaining conditions for study. Any who are not willing to acquiesce cheerfully in these considerations should not apply for admission.

While we seek in all reasonable ways to gratify the wishes of parents, it must be borne in mind that so long as students are in this institution they must be under our direction, and not that of their parents.

The government is almost entirely in the hands of the students themselves, under a set of regulations submitted by the Faculty and adopted by the Student Government Association. They have their own Executive Committee, which has the general oversight of the order and deportment of the students.

Difficult cases are referred to a Faculty Advisory Committee. This system tends to promote honor, self-reliance and reciprocal helpfulness.

Physical Education

Physical Education is included in the Department of Physiology and Hygiene.

All students when entering College are required to pass a physical examination, with essential measurements, by the resident Physician and Physical Director. If this should show reasons why a student should not take the regular work, then special exercises adapted to her needs, will be prescribed for her. A special examination is required before a student is entered for the heavy field sports.

Every student not a Senior is required to exercise four *one-half hours a week* in the Gymnasium, from October 1st to April 1st. While taking the prescribed corrective work she must wear the regulation gymnasium suit. It is better and cheaper for the young women to procure their suits after reaching College.

Regular exercise in the open air of not less than *one-half*

hour daily through the year is required of *every* young woman unless excused by the resident Physician or Director.

On the College grounds are courts for tennis, basketball, and archery; and a well equipped out-of-door gymnasium has been added, with climbing-ropes, teeter-ladders, giant-stride or merry-go-round, vaulting-bars, chest-bars and flying-rings.

Students are credited in the corrective and field work on the basis of faithfulness and punctuality.

The Athletic Committee of the Faculty, with the Physical Director, has control of all field sports.

A handsome silver loving cup is offered yearly to the best inter-class basketball team.

Hygiene and Care of the Sick

Once a week during the year the Physician in charge lectures to the entire student body on General Hygiene and the Care of the Body. For six weeks in the second semester these lectures will embrace "First Aid to Injured" topics. Every student is required to attend these lectures except in her senior year.

The Physician in charge holds office hours at the College, at which time the students may consult her, upon all subjects of hygiene or relative to their personal health.

The general laws of health, so far as possible, are enforced. It is the purpose of the college physician to prevent sickness by means of the knowledge and proper observance of hygienic conditions.

The food of the sick is under the direction of the physician and nurse.

No medicines are to be administered except by the advice and prescription of the physician, as much harm results from the promiscuous taking of medicine without competent advice.

A trained nurse is employed by the College.

Under the direction of Mrs. Bessie Worthington Horn, and in honor of her mother, the Missionary Society of the Baptist church of Wilson, North Carolina, has fitted up an infirmary in the Main Building.

The plumbing, ventilation and general sanitary conditions of the College are believed to be faultless.

Literary Societies

There are two Literary Societies: Philaretian and Astro-tekton, meeting every Saturday night. These Societies are organized for the promotion of general culture and to give variety to the college life.

After three weeks from the date of registration, any student, on obtaining written permission from the President, may become a member of either of the societies, provided its membership shall be less than three-fourths of the aggregate membership of both of them.

Each society is offered a Memorial Medal for the best English essay. The Astrotekton medal is the gift of Mr. P. A. Carter, of New York City, and the Philaretian of Dr. E. H. Bowling, of Durham.

It is believed that secret societies will detract from the interest and value of the literary societies. The organization of sororities or clubs of any sort is, therefore, prohibited.

College Publications

By the College

The Bulletin: This is the official publication of the College and appears quarterly. It will be mailed to any address regularly upon request to the Dean.

By the Students

The Acorn: This is the monthly magazine of the students. It will be mailed to any address upon receipt by the Business Manager of the subscription price, \$1.00.

Oak Leaves: The College Annual, published by the Literary Societies. Any one desiring this should communicate with the Business Manager of the Annual.

Concert-Lecture Course

Each year the College provides a Concert-lecture Course in order that the students may have the opportunity of hearing eminent lecturers on themes of literary, scientific, and social interest, and of enjoying the greatest advantages in musical culture.

The lecturers for 1909-1910 were:

Louis U. Wilkinson, M.A. (Cantab.), Lecturer for Oxford University.

Subjects: *Browning, the Poet, the Dramatist, the Philosopher*; and
The Present Crisis in English Politics.

Frederick Ward, "the Eminent Tragedian."

Subject: *The Women of Shakspere's Plays.*

Bryon C. Piatt, Radcliffe Entertainment Bureau Lecturer.

Subject: *American Morals.*

Edward A. Steiner, Ph.D. (Heidelberg), Chautauqua Lecturer.

Subject: *The Trail of the Emigrant.*

Concerts were given by:

Sigismónd Stojowski, Pianist;

Victor's Venetian Band;

Hinshaw Grand Opera Quartette;

Central Grand Concert Company.

Expenses

Tuition Each Semester

College Course	\$30.00
Literary and Theoretical Work in Music Course, see p. 69.....	30.00
Piano	\$30.00, 35.00
Organ	35.00
Violin	25.00
Voice, Head of Department.....	35.00
Voice, Instructor	25.00
Elocution, private lessons.....	25.00, 35.00
Elocution, class lessons	5.00
Art	22.50
China Painting	21.00

Fees Each Semester

Matriculation fee (applied on semester's tuition).....	10.00
Chemical Laboratory fee.....	2.50
Biological Laboratory fee.....	1.00
Library fee	1.00
Concert-Lecture fee	1.25
Gymnasium fee	.50
Medical fee	2.50
Graduation fee, including Diploma.....	5.00
Use of Piano one hour daily.....	4.50
For each additional hour.....	2.25
Use of pedal organ one hour daily.....	6.00
For each additional hour.....	4.00

Table Board Each Semester

Main Building and Faircloth Hall.....	56.50
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Room Rent Each Semester

Including fuel and water:	
Main Building or Faircloth Hall.....	13.50
East Building	12.50
South Cottage	11.25
North Cottage	10.00
Faircloth Hall (to those who board in club).....	17.50

Expenses for Year in Literary School

In Main Building or Faircloth Hall:

Board, room, lights, fuel and bath.....	\$135.00
Tuition, College Course	60.00
Medical fee	5.00
Library fee	2.00
Gymnasium fee	1.00
Concert-Lecture fee	2.50

In the Club this amount is about \$40.00 less.

\$205.50

All bills are due for the semester in advance, but for the convenience of patrons, payments may be made quarterly in advance.

Students who pursue any two of the following—Music, Art, Elocution—may take one literary subject at a cost of \$10.00 a semester.

Students pursuing one special course may take one literary subject at \$12.50 a semester.

Students pursuing one special course may take two literary subjects at \$15.00 a semester.

Special students may elect one theoretical course in School of Music at \$10.00 a semester. Two theoretical courses at \$15.00 a semester.

Students in the A.B. Course may elect theoretical courses in the School of Music which count toward their degree at \$5.00 each semester.

All resident students are required to pay the Concert-Lecture fee. Nonresident students, if they wish, may secure season tickets by paying the required fee.

Nonresident students are not required to pay the medical fee.

If a student withdraws from the institution, or is sent away for misconduct, before the semester expires, no charges for tuition, room rent, or incidental expenses for that semester, and no charges for board for the quarter in which she leaves, will be remitted. But in event of sickness of such a nature as in the opinion of the College Physician requires the retirement of the student, the charges for board may be refunded from the date of retirement, upon the order of the Executive Committee, provided that no reduction will be made for absence of less than four weeks.

Teachers remaining during the Christmas recess will be charged regular table board.

The Payment of Fees

On days of registration at the beginning of each semester all students are required to pay to the Bursar the matriculation fee of \$10.00.

No student may enter any class at the beginning of either semester until she has paid the matriculation fee, \$10.00, for that semester.

Any student who fails to register at the appointed time will be required to pay the Bursar an additional fee of \$1.00 and to show receipt for the same to the Classification Committee. This special fee of \$1.00 will be required of those who are late in entering as well as of those who neglect to arrange their courses with the Classification Committee, and will not be deducted from any bill. For time of registration see page 27.

To secure rooms, applications must be accompanied by a deposit of \$5.00. No definite room can be assigned except at the college office. Any preference in rooms will be given in the order of application.

The \$5.00 room fee deposit and the \$10.00 matriculation fee will be deducted from the first bill of each semester, *but they are not returnable under any circumstances.*

Each member of the Club must deposit \$5.00 at the beginning of each month in advance, to cover cost of board.

General Regulations for Academic Work

Recitations

Each student is required to take at least fifteen hours of work a week. No student may take more than sixteen hours of work a week, except by action of the Faculty. Seniors are not required to take more than the number of hours necessary to obtain their degree.

Examinations

A student whose work at the close of a semester is incomplete in a subject which she wishes to continue will be allowed three months' time after the beginning of the next semester to make up the back work. If she fails to do this by the appointed time, she will be dropped from the more advanced course until the previous semester's work is completed.

A student whose work at the end of a school year is incomplete in a subject which she does not pursue another year will be allowed to remove her condition either at the beginning or at the close of the first semester of the next school year. If she fails to do this by the second time appointed, she will be required, before graduating, to repeat in class her incomplete half year's work.

A student who fails on either the first or second semester's work in a subject which she wishes to continue may be allowed to pass off her condition at the beginning of the next school year. If she fails at this time, she will be required, before being admitted to a more advanced course, either to pass another examination at the close of the semester or to repeat the semester's work in which she has failed.

A student who fails in either semester's work in a subject which she does not pursue another year will be allowed to pass

off her condition either at the beginning or at the close of the first semester of the next school year. If she fails at her second trial, she will be required, before graduating, to repeat in class the semester's work in which she failed.

During examination, no student, without permission from the instructor in charge, is allowed to consult any book or document, or have communication with any person except the instructor. Examination papers are accompanied by a written pledge that no aid has been received from any source.

Credits

At least one year's work must be taken in every department in which the student wishes credit toward a degree or diploma, or else she must be examined on these subjects.

Credit will not be given on subjects running through the year unless the full year's work is completed.

Seventy-five is the passing grade. Students who make an average of less than 70 on either semester's work, in subjects which continue throughout the year, are not allowed to make up the deficiency by averaging their grades for the semesters.

Reports

At the end of each semester a report is sent to the parent or guardian of the student, showing her grade of scholarship and number of absences from recitation and church.

At the ends of the first and third quarters parents or guardians are notified if students are not making satisfactory grades.

Admission

When presenting herself for admission at the College the candidate must report to the President within twenty-four hours after her arrival and present her letter of dismissal from the last institution with which she has been connected. Any failure to comply with either of these regulations may be made a bar to her admission. Her registration is a promise to abide by the regulations of the College.

Students are admitted either (A) by certificate from approved schools or (B) by examination.

A. Students desiring to be admitted under the first of these conditions are received on probation and must take at least one year's work in the College in every department in which they wish credit toward a degree or diploma. They should present to the Dean their final examination papers, questions and answers, note books, together with such other written work as is required by each department, in addition to their certificate from the Principal of the school from which they enter. Blanks for these certificates may be had upon application to the Dean and should be filed with him not later than August the first of the year in which the student wishes to enter.

B. Students desiring to be admitted under the second of these conditions should see page 27. Students applying for advanced standing under this condition should read page 24, Credits.

IN DETAIL.

Students are admitted as candidates for the degree, irregular students, or special students.

For full admission to the freshman class a candidate must offer 12 1-2 units of work. A unit is four one-hour recitations or five forty-five-minute recitations throughout the

school year.† Beginning September, 1911, one and one-half more units will be required in Science.

In case a student is unable to offer the full requirements of 12 1-2 units for 1910, she may, by offering certain subjects, be admitted as a "Conditioned" student, and may remove these conditions by work done after entering College. The following conditions will be allowed: A Modern Language 1 unit, Science or History 1 unit, and two slight conditions* in the eight and one-half units required in English, Latin and Mathematics.

All conditions must be removed before the Junior year.

Irregular students may be admitted to partial standing by offering ten units of work. They must offer three units in English and one and one-half of Mathematics, and will be allowed no conditions except in French and German.

Special students may be admitted without the usual form of examination under the following conditions:

- (a) They must be at least twenty years of age;
- (b) They will not be admitted to classes for which entrance examinations are required unless they pass such examinations;
- (c) They must give proof of adequate preparation for the course sought.

† A satisfactory year's work in any subject can not be accomplished in less than one hundred and twenty sixty-minute hours or their equivalent.

* A "Slight Condition" signifies admission to a course on probation. If the student fails to remove such conditions during the first semester and has two other conditions, s he will be dropped from the Freshman class.

Routine of Entrance

1. *Preliminary Classification*.—All new students must appear before the Classification Committee on the two days before General Registration, for consultation with the committee upon work taken before coming to this College. For the year 1910-1911, consultations will be held as follows:

September 14, Wednesday, 9 a. m., History and Science;
3 p. m., Latin.

September 15, Thursday, 9 a. m., English and Modern Languages;
3 p. m., Mathematics.

2. *Registration*.—On the day of General Registration the student will appear in person before the Deans and be assigned subjects to be carried during the ensuing semester.

No student may register for less than a semester.

Days for registration: September 16th, Friday, 9 a. m., for first semester; Tuesday and Wednesday, January 31st and February 1st, 9 a. m., for second semester.

Definition of Requirements

LATIN (3 units)

GRAMMAR.

A thorough knowledge of forms and the principles of syntax with special emphasis upon relative and conditional sentences, indirect discourse and all uses of the Subjunctive. Bennett's *Foundations of Latin*, Bennett's *Latin Grammar*, and Allen and Greenough's *Latin Grammar* are recommended.

PROSE COMPOSITION.

Ability to translate into Latin connected passages of idiomatic English of moderate difficulty based on Cæsar and Cicero. This will require one period a week during each year of preparation. Bennett's *Latin Writer* and *Latin Composition* are recommended.

READING.

Four books of Caesar's *Gallic War* (Bennett). Six orations against Catiline (Bennett).

Training should be given from the beginning in reading Latin aloud according to the Roman method of pronunciation, with careful attention to vowel quantities, and in translating Latin from hearing as well as at sight from the printed page.

Teachers of Latin in preparatory schools are urged to insist upon the use of idiomatic English in translation.

It will require four years of careful study to make the needed preparation.

MODERN LANGUAGES (1 unit)

FRENCH.

Pupils must be prepared for examination on Part I of Frazer and Squair's *French Grammar* (or its equivalent), the more common irregular verbs, and 150-200 pages of simple French reading.

This preparation will require at least one year's work.

GERMAN.

Pupils taking German must be prepared for examination on Harris's *Lessons in German*, or its equivalent, and 150-200 pages of simple German reading.

This will require at least one year's work.

ENGLISH (3 units)

COMPOSITION.

1. There should be practice in writing equivalent to weekly themes for the whole four years of the preparatory course. These weekly themes should average from 350 to 500 words and should be accompanied by definite outlines; the subjects for themes should not be drawn chiefly from books. When studying the paragraph, the student should be allowed to substitute daily paragraph-themes, based on experience, for the weekly theme. She must be able to spell, capitalize, and punctuate correctly. She will be expected to have a practical knowledge of the essentials of English grammar, including inflection, syntax, the use of phrases and clauses.

2. There should be systematic study of rhetoric made subservient to the work in composition. Particular attention should

Correction, Page 28.

For "Six orations against Catiline" read "Six orations of Cicero including the four against Catiline."

be given to the structure of the sentence, paragraph, and whole composition; to unity, emphasis and coherence; to good use in words; and to the analysis and outlining of essays. The following books are recommended:

FOR FIRST YEAR.—Sykes's *Elementary English Composition* (Scribner's Sons), or Baker and Abbott's *English Composition* (Henry Holt & Co.), or Scott and Denney's *Elementary English Composition, Revised* (Allyn and Bacon).

FOR SECOND YEAR.—Brooks and Hubbard's *Composition-Rhetoric*, Part I (American Book Co.), or Scott and Denney's *Composition-Rhetoric* (Allyn and Bacon.)

FOR THIRD YEAR.—Brooks and Hubbard's *Composition-Rhetoric*, Part II.

FOR FOURTH YEAR.—Study of various masterpieces from the point of view of structure, that is, in such a way as to review all the principles of composition.

LITERATURE.

A. *Reading and Practice.*

The candidate is required to present evidence of a general knowledge of the subject-matter, and to answer simple questions on the lives of authors.

*The books for 1909, 1910, 1911 must be selected from the following:

Group 1 (two to be selected).

Shakspeare's *As You Like It*, *Henry Fifth*, *Julius Cæsar*, *The Merchant of Venice*, *Twelfth Night*.

Group 2 (one to be selected).

Bacon's *Essays*; Bunyan's *The Pilgrim's Progress*, Part I; *The Sir Roger de Coverly Papers* in *The Spectator*; Franklin's *Autobiography*.

Group 3 (one to be selected).

Chaucer's *Prologue*; Spenser's *Faerie Queene* (Book I); Pope's *The Rape of the Lock*; Goldsmith's *The Deserted Village*; Palgrave's

* See the selections recommended at bottom of page 30.

Golden Treasury (First Series), Books 2 and 3, with especial attention to Dryden, Collins, Gray, Cowper and Burns.

Group 4 (two to be selected).

Goldsmith's *The Vicar of Wakefield*; Scott's *Ivanhoe*; Scott's *Quentin Durward*; Hawthorne's *The House of Seven Gables*; Thackeray's *Henry Esmond*; Mrs. Gaskell's *Cranford*; Dickens's *A Tale of Two Cities*; George Eliot's *Silas Marner*; Blackmore's *Lorna Doone*.

Group 5 (two to be selected).

Irving's *Sketch Book*; Lamb's *Essays of Elia*; DeQuincey's *Joan of Arc* and *The English Mail Coach*; Carlyle's *Heroes and Hero Worship*; Emerson's *Essays* (selected); Ruskin's *Sesame and Lilies*.

Group 6 (two to be selected).

Coleridge's *The Ancient Mariner*; Scott's *The Lady of the Lake*; Byron's *Mazeppa* and *The Prisoner of Chillon*; Palgrave's *Golden Treasury* (First Series), Book 4, with especial attention to Wordsworth, Keats, and Shelley; Macaulay's *Lays of Ancient Rome*; Poe's *Poems*; Lowell's *The Vision of Sir Launfal*; Arnold's *Sohrab and Rustum*; Longfellow's *The Courtship of Miles Standish*; Tennyson's *Gareth and Lynette*, *Launcelot and Elaine*, and *The Passing of Arthur*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Evelyn Hope*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *The Boy and the Angel*, *One Word More*, *Herve Riel*, *Pheidippides*.

Note.—The following selections are recommended: First year—*Pilgrim's Progress*, *Evangeline*, *The Courtship of Miles Standish*; second year—*The Sketch Book*, *The Vision of Sir Launfal*, *The Idylls of the King*, *Ivanhoe*; third year—Webster's *Bunker Hill Oration*, Washington's *Farewell Address*, Poe's *Poems and Tales*, *The Lady of the Lake*, *Silas Marner*, *The Merchant of Venice*; fourth year—*Julius Cæsar*, *Macbeth*, Macaulay's *Life of Johnson*, Milton's *Minor Poems*, Burke's *Speech on Conciliation with America*. (Blakeley's *Outlines for Studies in English* (American Book Co.) will be suggestive to both teacher and student.)

B. *Study and Practice.*

Preparation for this part of the work includes thorough study of each of the works named below; a knowledge of the subject-matter, form, and structure. In addition, the candidate may be

required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed works belong.

The books for 1909, 1910, 1911 are: Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro* and *Il Penseroso*; Burke's *Speech on Conciliation with America*, or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*.

MATHEMATICS ($2\frac{1}{2}$ units)

The preparation for the freshman class will require at least two and one-half years of careful study in the high school. This presupposes a thorough knowledge of practical arithmetic.

ALGEBRA ($1\frac{1}{2}$ units)

One and one-half years should be spent in this work, with four or five one-hour recitations each week. The fundamental principles of algebra as given in some good high school text-book should be thoroughly mastered, and facility and accuracy in the manipulation of algebraic expressions should be attained, as well as an understanding of the meanings of the various operations.

To Quadratics (1 unit).—The course should occupy not less than one hundred and twenty one-hour recitations, and should cover the four fundamental operations; formulas for multiplication; factoring, including the highest common factor and the lowest common multiple; fractions, including complex fractions and ratio and proportion; simple equations, both numerical and literal, with one or more unknown quantities; problems depending on linear equations; radicals, including evolution of numbers and polynomials; exponents, fractional and negative.

Quadratics and Beyond ($\frac{1}{2}$ unit).—This course should occupy not less than sixty one-hour recitations. Quadratic equations, numerical and literal with one or more unknown quantities, and problems depending on them, formulas of the N th term, with application; the progressions with application to problems.

PLANE GEOMETRY (1 unit)

The usual theorems and constructions of some good text-book. The solution of numerous original exercises. Application to the mensuration of plane surfaces.

HISTORY (2 units)

The candidate may offer any two of the following units in history:

Mediaeval and Modern European History (1 unit).

English History (1 unit).

American History, with the elements of Civil Government (1 unit).

NOTE.—These refer to the more recent high-school texts, examples of which are given below, and not to the grammar school histories.

ANCIENT HISTORY.

TEXT-BOOKS.*—Goodspeed, *History of the Ancient World* (Scribners); Morey, *Outlines of Ancient History* (American Book Co.); Myers, *Ancient History*, Revised Edition (Ginn); West, *Ancient World* (Allyn and Bacon); Wolfson, *Essentials in Ancient History* (American Book Co.); or an equivalent.

For supplementary reading and reference, work in some of the following is suggested: Botsford, *Story of Rome*; Cox, *General History of Græce* (Student Series); Fling, *Source Book of Greek History*; Munro, *Source Book of Roman History*; Pelham, *Outlines of Roman History*; Shuckburgh, *History of Rome*; and Ginn & Co.'s *Classical Atlas*, or Kiepert, *Classical Atlas*; Tozer's *Primer of Classical Geography*.

MEDIAEVAL AND MODERN HISTORY.

TEXT-BOOKS.*—Bourne, *Mediaeval and Modern History* (Longmans); Harding, *Essentials in Mediaeval and Modern History* (American Book Co.); Myers, *Mediaeval and Modern History*, Revised Edition (Ginn); or an equivalent.

For supplementary reading and reference, work in some of the following is suggested: Adams, *Civilization During the Middle Ages*; Bemont and Monod, *Mediaeval Europe*; Duruy, *History of the Middle Ages*; Fling, *Studies in European History*; Fyffe, *History of Modern Europe* (Popular Edition); Henderson, *Historical Documents*; Ogg, *Source Book of Mediaeval History*; Robinson, *Readings in European History*; and Dow, *Atlas of European History*.

ENGLISH HISTORY.

TEXT-BOOKS.*—Andrews, *History of England* (Allyn and Bacon); Walker, *Essentials in English History* (American Book Co.); Wrong, *History of the British Nation* (Appleton); or an equivalent.

* Any one text-book of the group is accepted.

Omission. page 32

Ancient History to 800 A. D., may also be offered as one unit.

For supplementary reading and reference, work in some of the following is suggested: Adams and Stephens, *Select Documents of English Constitutional History*; Beard, *Introduction to the English Historians*; Bright, *History of England*; Cheyney, *Readings in English History*; Colby, *Sources of English History*, "Epochs" Series; Gardiner, *Student's History of England*; Green, *Short History of the English People*; Kendall, *Source Book of English History*; and Gardiner, *School Atlas of English History*.

AMERICAN HISTORY.

TEXT-BOOKS.*—Adams and Trent, *History of the United States* (Allyn and Bacon); Channing, *Student's History of the United States* (Macmillan); Hart, *Essentials in American History* (American Book Co.); Johnson, *High School History of the United States*, Revised Edition (Holt); McLaughlin, *History of the American Nation* (Appleton); James and Sanford's *Government in State and Nation* (Scribner); Schwinn and Stevenson, *Civil Government* (Lippincott); or an equivalent.

For supplementary reading and reference, work in some of the following is suggested: The "American History" Series; Channing, *History of the United States*; "Epochs of American History" Series; Hart, *American History Told by Contemporaries*; MacDonald, *Select Charters, Select Documents, and Select Statutes*; and McCoun, *Historical Geography of the United States*.

All candidates for credit in history should show evidence of considerable work done in addition to the text-book preparation. The text-book should contain not less than 400 pages, and the candidate should read such fuller authorities as may be available, in amount not less than 500 pages.

The following further exercises are recommended: Reading notes, in outline and abstract; written reports on subjects assigned the student; map-drawing.

The evidence of such work should be presented in the form of a loose-leaf note book containing all exercises prepared upon any of the four history subjects, written in ink, arranged in the order of their assignment, and certified and approved by the teacher. All students without such evidence should come prepared to take an examination.

*Any one text-book of the group is accepted.

Teachers are urged to get a copy of the *Report of the Committee of Seven on the Teaching of History* (Macmillan, fifty cents); and of the *Hand Book for High School Teachers Containing Courses of Study for North Carolina*, from the office of the Superintendent of Public Instruction, Raleigh. *The History Teacher's Magazine* (McKinley Pub. Co., Philadelphia, one dollar a year,) will be found invaluable.

Outline map books for each period and loose-leaf note books may be obtained from Atkinson, Mentzer & Grover, of Chicago, or map books from the McKinley Publishing Co. of Philadelphia. A syllabus, or printed outline, is helpful, makes the work definite, and saves time. Several good ones are already published.

In the text-book library of the Education Department of the college there are many of the texts referred to above.

The head of the department will be glad to send a copy of the directions used in written history lessons, tests, and note-book work to any teacher preparing students for the college.

SCIENCE ($2\frac{1}{2}$ units)

PHYSIOLOGY AND HYGIENE (1-2 unit).

The candidate must be familiar with the general structure of the body, digestion, circulation, respiration and the nervous system.

TEXT.—Martin's *Elementary Physiology*.

PHYSICAL GEOGRAPHY (1 unit).

This course should include a detailed study of the land forms and physiographic factors. The course will require at least one year.

TEXT.—R. S. Tarr's *New Physical Geography*.

PHYSICS* (1 unit).

One year's work, including the principles of mechanics, heat, electricity, sound and light. About one-third of the time is given to individual laboratory work, which is reported in carefully-prepared note books.

TEXT.—Coleman's *Elements of Physics*.

* Required in 1911.

Requirements for Graduation

To be entitled to a degree or diploma the student must, during her college course, prove herself to be of worthy character and must complete in a satisfactory way the course of work prescribed for the degree or diploma in the school from which she wishes to graduate.

Any subject counted toward a degree or diploma in one school may be counted toward a degree or diploma in another school, provided that the subject, regularly, may be counted toward a degree or diploma in that school.

Degrees

The degrees conferred are Bachelor of Arts and Master of Arts.

Bachelor of Arts

To be entitled to the degree of A.B. a student must complete the forty hours of prescribed work and, in addition, twenty hours of elective work. On the satisfactory completion of sixty hours of work under the conditions prescribed the student will be recommended for the degree of Bachelor of Arts.

All courses in the freshman and sophomore years are prescribed; eight hours of elective work are offered in the junior year and twelve in the senior.

Work can not be elected from more than five departments. In case that work is chosen from the school of Music, Elocution or Art, each of these schools from which work is taken shall count as one elective department.

Candidates for the A.B. degree must have made a grade of 80 in at least one-half of the courses offered for the degree.

Master of Arts

1. The degree of Master of Arts is open to all those holding the Bachelor's degree who have been admitted to full candidacy. A residence of at least one year at the College and wholly devoted to the work for the degree, is required. With the consent of the committee, the work of the candidate for Master's degree may be distributed over more than one year.

2. A holder of the Bachelor's degree will be recommended for the degree of Master of Arts upon the completion of the prescribed term of residence, the passing of final examination in the entire course of study laid out for her, and the submission and acceptance of a thesis upon some subject within the field of the major subject.

3. The subject for the Master's thesis must be chosen and approved by December 1st, and the completed thesis must be submitted not later than May 1st. A typewritten copy of the accepted thesis must be deposited with the College before the candidate can be recommended for the degree.

Outline of Course for the A.B. Degree

Freshman Year

Latin 1*	counting 3 hours	page 40
French 1	counting 3 hours	page 41
or		
German 1	counting 3 hours	page 42
English Composition 1	counting 3 hours	page 43
Mathematics 1	counting 3 hours	page 46
Biology 1	counting 3 hours	page 49

Sophomore Year

Latin 2	counting 3 hours	page 40
French 2	counting 3 hours	page 41
or		
German 2	counting 3 hours	page 42
English Literature 1	counting 3 hours	page 44
Mathematics 2	counting 3 hours	page 46
History 1	counting 3 hours	page 47

Junior Year

English Composition 2	counting 1 hour	page 43
Chemistry 1	counting 3 hours	page 49
Psychology	counting 1½ hours	page 51
Ethics	counting 1½ hours	page 51
Electives	counting 8 hours	

* The figure immediately following the subject refers to the number of course.
For outline of course, see page indicated.

The following courses are offered as Junior Electives:

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
Latin 3.....	3	(40)	Natural Science..		(50)
French 3.....	3	(42)	Bible 2—7.....		(51)
German 3.....	3	(42)	Education 1—3.....	2	(52)
English Composition 3..	2	(44)	Elocution 1—4.....	2	(60)
English Literature 2—6		(45)	Music 3, 5—10, 12..		(74)
Mathematics 3—5.....	3	(47)	Art 8.....	2	(66)
History 2.....	3	(48)			

Senior Year

Physiology.....counting 3 hours.....page 44

Electives.....counting 12 hours.

The following courses are offered as Senior Electives:

Latin 3—5.....	(40)	Science.....	(50)
French 3.....	3 (42)	Bible 2—7.....	(51)
German 3.....	(42)	Education 1—3.....	2 (52)
English Composition 3..	(44)	Elocution 1—4.....	2 (60)
English Literature 2—6	(45)	Music 3, 5—10, 12 .	(74)
Mathematics 3—5.....	3 (47)	Art 8 or 9.....	(66)
History 2 or 3.....	3 (48)		

SCHEDULE OF RECITATION

	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
9.00	French I. History I. Elocution I. English Lit. II.	English Comp. I (a). Education II. Elocution II.	French I. English Comp. I (a). History I. English Lit. II.	 Elocution I. English Comp. II. Education II.	French I. English Comp. I (a). History I. English Lit. II.
10.00	Mathematics I (a). Latin II. History III.	Biology I. Education I. Latin IV. Elocution III.	Mathematics I (a). Latin II. History III.	Biology I. Education I. Latin IV.	Mathematics I (a). Latin II. History III. Elocution III.
11.00	Latin I. French II. Physiology. Elocution IV.	Mathematics II. Physics	Latin I. French II. Mathematics II. Physiology.	 Physics. Elocution IV.	Latin I. French II. Mathematics II. Physiology. Physics (Lab.). Elocution II.
12.00	German I. English Lit. I. Psychology.	English Lit. IV. English Comp. III. French III.	German I. English Lit. I. Psychology	English Lit. IV. English Comp. III. French III.	German I. English Lit. I. Psychology. Physics (Lab.).
1.30	Mathematics I (b). German II. History II. Latin III.	English Comp. I (b). Chemistry I.	English Comp. I (b). Mathematics I (b). German II. History II. Latin III. Geology.	 Geology.	English Comp. I (b). Mathematics I (b). German II. History II. Latin III. Geology.
2.30	Biology (Lab. Sec. a). Art History I.	Biology (Lab. Sec. b). Art History II.	Biology (Lab. Sec. a).	Biology (Lab. Sec. b). Art History I.	

Courses of Instruction

I. Latin

ALICE WHITTIER MESERVE, *Professor*.

1. VIRGIL—Prose Composition.

Required of freshmen. Three hours a week for a year. Tuesday, Thursday, Saturday, 11.

VIRGIL.—*Æneid* (Greenough and Kittridge); Latin hexameter; *Classic Myths* (Gayley); Virgil's life; Special topics.

PROSE COMPOSITION.—Nutting's *Supplementary Latin Composition*; Allen and Greenough's *Latin Grammar*.

2. Livy and Horace.

Required of sophomores. Three hours a week for a year.
" Tuesday, Thursday and Saturday, 10.

LIVY.—Selections from Books I, II, XXI and XXII (Greenough and Peck).

Composition based on text.

HORACE.—Selections from *Odes*, *Satires* and *Epistles* (Bennett and Rolfe); History of Augustan Age and Empire; Study of Latin Literature.

3. Terence, Lyric Poets, Tacitus.

Open to juniors and seniors. Three hours a week for a year.
Tuesday, Thursday, Saturday, 1:30.

TERENCE.—*Phormio* (Elmer); study of the dramatic meters; Roman theatrical antiquities; Terence's life.

Selections from Latin Poets, Ennius, Catullus, Propertius, Tibullus, Ovid and Martial.

TACITUS.—*Germania and Agricola* (Hopkins).

4. *Pliny, Juvenal, Lucretius.

Open to juniors and seniors. Two hours a week for a year.

PLINY.—*Letters* (Platner's *Selections*).

JUVENILE—*Satires* (Wilson).

LUCRETIVS.—*De Rerum Natura* (Kelsey).

5. *Prose Composition.

Open to juniors and seniors. Two hours a week for a year.

Students who are planning to teach Latin are advised to consult the instructor regarding this course.

II. Modern Languages

SUSAN ELIZABETH YOUNG, *Professor*.

FRENCH

1. Advanced Grammar Written Exercises; Translation; Sight Reading; Dictation; Conversation.

Required of freshmen as alternate of German. Three hours a week for a year. Tuesday, Thursday, Saturday, 9.

TEXTS USED.—Frazer and Squair's *Grammar*, Part II; Alliot's *Contes et Nouvelles*; *La Pulipe Noire* (Dumas); *La Mare au Diable* (Sand); *Les Precieuses Ridicules* (Moliere); *Athalie* (Racine); *L'Avare* (Moliere).

2. Prose Composition; Dictation; Conversation; Sight Reading.

Required of sophomores as alternate of German. Three hours a week for a year. Tuesday, Thursday, Saturday, 11.

TEXTS USED.—*Hernani* (Victor Hugo); *Le Cid* (Corneille); *Le Misanthrope* (Moliere); *La Triade Francaise* (De Musset, Lamartine, Hugo).

* The hour of recitation to be arranged.

3. Prose Composition; Dictation; Conversation; Translation; Sight Reading.

Open to students who have completed courses 1 and 2, or their equivalent. Three hours a week for a year. Wednesday, Friday, 12.

TEXTS.—Bouvet's *French Syntax and Composition*; *Le Misanthrope* (Moliere); *Sept Grands Auteurs du XIXe Siècle*; *Introduction à la Littérature Française* (Taine).

GERMAN

1. Advanced Grammar; Written Exercises; Translations; Sight Reading; Dictation; Conversation.

Required of freshmen as alternate of French. Three hours a week for a year. Tuesday, Thursday, Saturday, 12.

TEXT.—Joynes's *Meissner's Grammar*; *Wilhelm Tell* (Schiller); *Hoher als die Kirche* (Von Hillern); *Vergissmeinnicht* (Zu Putlitz); *Die Journalisten** (Freytag); *Die Harzreise* (Heine).

2. Prose Composition; Poets; Novelists, Dramatists; Composition; Conversation; Translation; Sight Reading.

Required of sophomores as alternate of French. Three hours a week for a year. Tuesday, Thursday, Saturday, 1:30.

TEXTS.—Harris's *Prose Composition*; *Trompeter von Saekkingen* (Scheffel); *Nathan Der Weise* (Lessing); *Hermann und Dorothea* (Goethe); Poems, selected.

3. *Prose Composition; Dictation; Conversation; Translation; Sight Reading.

Open to students who have completed courses 1 and 2, or their equivalent. Three hours a week for a year.

TEXTS.—*Composition* (Wesselhoft); *Nathan Der Weise* (Lessing); *Iphigenie* (Goethe); *Soll und Haben* (Freytag); Lyrics and Ballads.

* The hour of recitation to be arranged.

III. English

ELIZABETH AVERY COLTON, *Professor.*

REBECCA LOCKE MIXNER, *Instructor.*

ENGLISH COMPOSITION

1. English Composition.

Required of freshmen. Three hours a week for the year.
Wednesday, Thursday, Saturday, 9 or 1:30.

Miss Mixner.

First semester: Exposition—special stress on structure.

Second semester: Exposition based on authorities—bibliographies and foot notes; description; simple narration.

TEXTS.—Perry's *Exposition* (American Book Co.); Nutter, Hersey, and Greenough's *Specimens of Prose Composition* (Ginn & Co.); or Carpenter's *Model English Prose* (Macmillan Co.). Masterpieces studied as models of structure and style: Palmer's *Self Cultivation in English*; Stevenson's *Memories and Portraits*; Ruskin's *Crown of Wild Olive*.

Masterpieces for careful reading: *Joan of Arc* and *The English Mail Coach*; *Essays of Elia*; *Heroes and Hero-worship*; *Henry Esmond*, or *A Tale of Two Cities*; selected poems from Wordsworth, Scott, Byron, Keats, Shelley, Tennyson, and Browning. (N. B.—The selection of these masterpieces will depend largely on those presented by the majority of students for admission to the freshman class. See Entrance Requirements in English.)

2. Argumentation and Exposition.

Required of juniors who do not elect course 3. One hour a week for the year. Friday, 9.

Miss Mixner.

First semester: Argumentation—briefs and forensics.

Second semester: Exposition—critical and interpretative.

TEXTS.—Perry's *Argumentation* (American Book Co.); Brewster's *Studies in structure and style* (MacMillan Co.); Arnold's *Essays in Criticism*, Second Series.

3. Description and Narration.

Open to juniors and seniors who have any aptitude in English Composition. Two hours a week for the year. Wednesday, Friday, 12.

Miss Colton and Miss Mixner.

First semester: Description. Stevenson's *Inland Voyage* and *Travels with a Donkey* will be studied in order to illustrate the theory of description and to show the technical advance Stevenson made in writing the second book. Daily practice in writing artistic description.

Second semester: Narration. Analysis of short stories by Hawthorne, Poe, Kipling, and Maupassant to bring out the theory of the modern short story. Weekly practice in writing short stories.

II. English Literature

1. Outline History of English Literature.

Required of sophomores. Three hours a week for the year.
* Tuesday, Thursday, Saturday, 12.

Miss Colton.

The object of this course is to give the student a general survey of English literature and to prepare her for more specialized work. The course is conducted by lectures and by critical study of selected masterpieces. The lectures follow the course outlined in the *Syllabus of Lectures on the History of English Literature* by the Wellesley College Department of English Literature. Papers and written reviews.

The following masterpieces have been selected for careful reading and class discussion: Tinker's *Translations from Old English Poetry*; Beowulf, Chaucer's *Prologue*, *Knight's Tale*, and *Nun's Priest's Tale*; *Sir Gawain and the Green Knight*; Malory's *Morte D'Arthur*; old English ballads; *Everyman*; Spenser's *Faerie Queen*, Book I; Sidney's *Apologie for Poetrie*; songs of the sixteenth century dramatists; Bacon's *Essays*; Plutarch's *Lives*—*Pericles*, *Demosthenes*, *Cicero*; six of Shakespeare's plays; Milton's *Paradise Lost*, Books I and II; seventeenth century lyrics; Dryden's *Absalom and Ahithophel*; Bunyan's *Pilgrim's Progress*; Pope's *Rape of the Lock*; Swift's *Gulliver's Voyage to Lilliput*; Goldsmith's *She Stoops to Conquer*; selections from nineteenth century poets.

2. English Drama through Shakspeare.

Open to juniors and seniors. Three hours a week for a year.
Tuesday, Thursday, Saturday, 9.

Miss Colton.

This course attempts to trace the development of the drama from the Easter Mystery to Shakspeare; to observe the structure and artistic principles of the Elizabethan drama; and to note the development of Shakspeare's art and his place in the Elizabethan literature. Most of Shakspeare's plays will be read in chronological order; several will be studied closely.

3. *American Literature.

Open to juniors and seniors. Two hours a week for a year.

Miss Colton.

This course attempts to give a comprehensive account of American literature. Stress will be laid in class on a few representative writers of each of the different sections of the country.

4. *English Poetry of the Nineteenth Century.

Open to juniors and seniors. Three hours a week for a year.

Miss Colton.

Careful study of Wordsworth and Coleridge; Shelley and Keats; Tennyson and Browning; with selections from Byron, Scott, Landor, Arnold, Rossetti, Morris, and Swinburne.

5. *†English Prose, exclusive of Fiction, from Sidney to Stevenson.

Open to juniors and seniors. Three hours a week for a year.

Miss Colton.

This course attempts to trace the development of English prose style, to examine the chief prose forms perfected, and to study the personality and influence of the most important English prose-masters.

* Hour of recitation will be arranged.

† Not offered in 1910-1911.

6. *Development of English Prose Fiction.

Open to juniors and seniors. Three hours a week for a year.

Miss Colton.

The metrical romance of the fourteenth century; the chivalric romance of the fifteenth century; the sixteenth century experiments with new types; the eighteenth century novel; the nineteenth century romance and novel. Emphasis will be placed on selected masterpieces from the following nineteenth century novelists: Jane Austen, Scott, Dickens, Thackeray, George Eliot, Meredith, Hardy, James.

IV. Mathematics

LARKIN DOUGLASS WATSON, JR., *Professor*.

1. Algebra and Geometry.

Required of freshmen. Three hours a week for a year.

Tuesday, Thursday, Saturday, 10 or 1:30.

First semester: *Algebra*.—The study of algebra begins at binomial theorem and continues through probability. A thorough understanding of the underlying principles and practice in solving examples is equally emphasized.

TEXT.—Wells's *College Algebra*.

Second semester: *Geometry*.—Plane and Solid Geometry, with lectures and parallel reading on the History of Mathematics.

Precision in stating an argument and original investigation on the part of the student are the ends aimed at.

2. Algebra and Trigonometry.

Required of sophomores. Three hours a week for a year.

Wednesday, Thursday, Saturday, 11.

First semester: *Advanced Algebra*.—Completes the subject of algebra, beginning at continued fractions. Trigonometry is taken up.

Second semester: *Trigonometry*.—The subject of Trigonometry, Plane and Spherical, is completed.

TEXT-BOOK.—Wentworth's *Trigonometry*.

* Hour of recitation will be arranged.

3. *Analytical Geometry.

Open to students who have completed courses 1 and 2. Three hours a week for a year.

Loci and their equations, right line, different systems of coordinates, conics, equations of the second degree and higher plane curves. History of Mathematics.

4. *Differential and Integral Calculus.

Open to students who have completed course 3. Three hours a week for a year.

5. *General Astronomy.

Open to students who have completed Course 2. Three hours a week for a year.

The course embraces historical and general information concerning celestial phenomena and the relations of the solar system. The course is descriptive, using only so much of mathematics as will enable the student to acquire a good understanding of the facts and the processes by which they have been ascertained. One period of two hours will be given each week to laboratory exercises with atlas, ephemeris and globe such as will thoroughly acquaint the student with the philosophy of the celestial sphere. One period of the course will consist of observations of the heavens with the naked eye and equatorial telescope.

V. History

MARY SHANNON SMITH, *Professor.*

The library method of study is used with frequent reference to original sources. Students are also encouraged to use the larger collections of the State and Raney libraries. Every student is expected to know something of current history.

1. European History.

Required of sophomores. Three hours a week for a year. Tuesday, Thursday, Saturday, at 9.

TEXTS REQUIRED.—Robinson, *History of Western Europe*; Trenholm, *Syllabus*.

* Hour of recitation will be arranged.

This is a sophomore study and should not be taken until English 1 has been completed.

The course is conducted by means of informal discussions, recitations, occasional hour examinations, and a final examination at the close of each semester.

Each student is required to keep a loose-leaf note book and to do a large amount of collateral reading. There are one or two special papers during the year. Besides the subject-matter of the paper, emphasis is placed on the best way to get and arrange historical material.

2. English History.

Open to juniors and seniors. Three hours a week for a year.

Tuesday, Thursday, Saturday, 1:30.

First semester: England from the earliest historic times through the Tudor period.

Second semester: From the Stuart period to the present time.

TEXTS REQUIRED.—Cheyney, *A Short History of England*; Trenholm, *Syllabus*.

History 2 may be elected either semester, although students are urged to take the full year's work.

The method of work is similar to that of History 1, but more advanced. Special emphasis is placed on the relations between England and America.

3 and 4. American History.

* Open to all seniors. Three hours a week for a year. Tuesday, Thursday and Saturday at the pleasure of the Professor, at 10.

Courses 3 and 4 are given in alternate years.

*3. American Colonial and Revolutionary History to 1783.

4. History of the United States since 1783.

TEXT REQUIRED.—Channing and Hart, *Guide to the Study of American History*.

As the students have unusual opportunity for study and research at the State Library, most of the work of the class is done there.

* Course 3 not given in 1910-1911.

VI. Natural Science

J. GREGORY BOOMHOUR, *Professor.*

DR. ELIZABETH DELIA DIXON CARROLL, *Professor*
of Physiology and Hygiene.

Biology

1. General Biology.

Required of freshmen. Three hours a week for a year. Lectures, Wednesday, Friday, 10. Laboratory: Section A, Tuesday, Thursday, 2:30-4:30; Section B, Wednesday, Friday, 2:30-4:30.

Each pupil is provided with a compound microscope and dissecting instruments for making a detailed study of typical specimens from each of the principal groups of plants and animals, with reference to their structure, functions and development. The results of these studies and the principles of relationship and classification are discussed in the lectures.

2. Physiology and Hygiene.

Required of seniors. Three hours a week for a year. Tuesday, Thursday, Saturday, 11.

TEXT.—Kirkes's *Hand Book of Physiology.*

3. General Inorganic Chemistry.

Required of juniors. Three hours a week for a year. Lecture, Wednesday, 1:30. Laboratory: Tuesday and Saturday, 9-11.

This course is an introduction to the fundamental principles of Chemistry. Much time is given to laboratory exercises in preparing and studying the more common elements and compounds. These investigations are made the basis of the lectures. Special attention is directed to chemical substances of commercial importance and to the chemistry of everyday life.

Laboratory fee, \$5.00.

TEXT.—Remsen's *Briefer Course.*

The following electives are offered in the department of Natural Science:

Biology 3; Botany; Biology 4; Zoology; Chemistry 2; Analytical Chemistry; Geology; Physics. Geology 1 counts three hours. Each of the other electives may be taken in one semester so as to count two hours, or for the year so as to count three hours. Those expecting to elect in this department should consult with the professor on the day of General Registration at the time the Classification Committee first meets.

Medical Preparatory Course.

Young women who propose entering the profession of medicine and who do not feel able to take a four years' course, should give at least a year or two to the study of those branches which form the basis of a medical education. To meet the needs of this class, a two years' Medical Preparatory Course is offered. Where it is found impracticable to take the two years' work, a selection of the more important studies may be made.

The requirements for entrance are the same as those for the A.B. degree.

VII. *Bible and Philosophy

† -----, *Professor.*

1. Old Testament History and Life of Jesus Christ.

Open to college students who intend to take only one year in the Bible and who do not meet the requirements for the following courses. Two hours a week for a year.

2. Hebrew History and Prophecy from the Establishment of the Monarchy Through the Exile.

Open to students who have completed fifteen hours of A.B. work. Three hours a week for a year.

* All courses are elective and count toward the A.B. degree, up to a maximum credit of nine hours. Hour of recitation will be arranged.

† Will be supplied.

3. Exilic and Post-exilic Literature.

Open to students who have completed course 2. Two hours a week for the first semester.

4. Political, Social and Religious Conditions in New Testament Times.

5. The Life of Jesus Christ and the History of the Apostolic Church.

Open to students who have completed course 2. Three hours a week for a year.

6. The Development of the Idea of God.—Second Semester.

Two hours a week for a year.

Prerequisite: courses 2, 3, and psychology.

7. Biblical Pedagogy with Especial Reference to the Sunday School.

One hour a week for a year.

Students are advised to postpone this course until their Senior year.

Prerequisites: One or two of the preceding courses.

Psychology and Ethics

Required of Juniors. Three hours a week for a year. Tuesday, Thursday, Saturday, 12.

First semester: Psychology.

This course deals with the laws of mental development. Special emphasis is put upon the study of the nervous system and its relation to the mind's action, attention, interest, memory and imagination.

TEXT.—James, *Psychology*, *Briefer Course*.

Second semester: Ethics.

VIII. Education

MARY SHANNON SMITH, *Professor.*

It is desirable that all students who expect to teach should know the principles of their profession; but as most women deal, either directly or indirectly, with education and the training of children, the following courses should be of general value:

1. History of Education.

Elective. Two hours a week for a year. Wednesday and Friday at 10.

First semester: History of Education to Modern Times.

A study of the educational ideals and practices in the history of civilization: Primitive and Oriental Education; Greek and Roman Education; Early Christian Education; Higher Learning during the Middle Ages; Scholasticism; the Rise of Universities.

Second semester: History of Education in Modern Times.

Renaissance and Humanism; the Protestant Revolution; Realism; the Appeal to Nature; the Psychological and Sociological Conception of Education; European Influences on American Education.

The course is conducted by means of informal discussions, recitations, occasional hour examinations, and a final examination at the close of each semester.

Each student is required to keep a loose-leaf note book and to do a large amount of collateral reading. There are one or two special papers during the year. Besides the subject-matter of the paper, emphasis is placed on the best way to get and arrange material.

TEXT.—Monroe, *A Brief Course in the History of Education.*

2. Educational Psychology.

Elective. Two hours a week for a year. Wednesday and Friday at 9.

First semester: The general principles that control successful teaching so far as they can be derived from psychological laws and the study of school practice. Some of the important topics are: instinct, heredity,

interest, apperception, the feelings, the volitions and their relation to education.

TEXT.—Thorndike, *Principles of Teaching*.

Second semester: The physical and mental development of children. As far as they have been scientifically ascertained, facts are presented concerning the nature and development of the mind during childhood and adolescence with their reference and meaning to the teacher.

TEXT.—Kirkpatrick, *Fundamentals of Child Study*.

3. *The Principles and Methods of Teaching.

Elective. Two hours a week for a year.

Emphasis is put on the subjects usually taught in the best public and private schools. There will be preparation of lesson plans and lectures on school management.

The students also have the privilege of observing in the City Public Schools. This opportunity is given through the kindness of Superintendent Harper and the Board of Education of Raleigh. The observation of work done by experienced teachers is always of great value.

TEXTS.—Bagley, *The Education Process*; McMurry, *The Method of the Recitation*; McMurry, *Books of Special Method*.

* Not offered in 1910-1911.

Register of College Students

Graduate Student

Post-office.

Howard, Lula Estelle (A.B. Meredith College).....Salemberg.

Senior Class

Barrus, Blanche Pollocksville.
Carlton, Emma Grace Warsaw.
Chappell, Eleanor Norcross Easley.
Council, Lucinda Grace.....High Point.
Council, Annie Laura High Point.
Davis, Annie Maude Winston-Salem.
Dickson, Lulie Wake Forest.
Draughan, Lilian Alderman.....Dunn.
Fleming, Jennie Yancey Middleburg.
Gardner, Mary Annie.....Macon.
Gregory, Annie Margaret.....Hertford.
Griffin, Eloise Rutherfordton.
Hocutt, Lonie Chapel Hill.
Jenkins, Amorette Henrietta.....Aulander.
Jordan, Margaret Pearl Laurinburg.
MacCullers, Mary Elizabeth.....Smithfield.
Nance, Georgie Pearl Monroe.
Page, Florence Nightingale.....Morrisville.
Parker, Katharine Raleigh.
Pritchett, Florine Malone.....Evergreen, Ala.
Thompson, Ella Graves.....Leasburg.
Wall, Elva Wallburg.
Wall, Maude Novella Wallburg.
Watson, Jeannette Tazewell.....Georgetown, Ga.
Williams, Lillian Ruth.....Leasburg, Fla.

Junior Class

County.

Allen, Lilian May.....	Haywood.
Arthur, Lucile Ellington.....	Carteret.
Bennett, Harriette Connie.....	Sampson.
Boyd, Emily Cornelia.....	Mecklenburg.
Byrum, Emma Casey.....	Chowan.
Carroll, Georgie Lucinda.....	Sampson.
Copple, Beulah Elaine.....	Union.
Howard, Viola Pearl.....	Sampson.
Hunter, Essie Dale.....	Wake.
Huntley, Emily Toy.....	Anson.
Lane, Bessie Evans.....	South Carolina.
Memory, Fay Rachel.....	Columbus.
Middleton, Ada Maie.....	Duplin.
Middleton, Minnie Clarie.....	Duplin.
Stone, Lila May.....	Wake.
Weathers, Willa Louise.....	Chatham.

Sophomore Class

Bass, Elizabeth Anne.....	Wake.
Carter, Marvel Inez.....	Wake
Ditmore, Lula Caroline.....	Swain.
Eaton, Phœbe.....	Davie.
Edmundson, Eunice Lee.....	Wayne.
Edmundson, Lois Mildred.....	Wayne.
Ervin, Margaret Edna.....	Catawba.
Gatewood, Leila Maie.....	Caswell.
Highsmith, Mamie.....	Cumberland.
Ivey, Ruth Clair.....	Wake.
Johnson, Frances Livingston.....	Wake.
Jones, Sallie Wesley.....	Wake.
Keith, Lila Mary.....	New Hanover.

County.

Lathrop, Bessie Ruth.....	New Hanover.
Ledbetter, Ida Belle.....	McDowell.
Olive, Lida May	Wake.
Purefoy, Lucy	Buncombe.
Watson, Kate McArn.....	Scotland
Williams, Lilian Daniel.....	Virginia.
Wilkinson, Mary Virginia.....	Wake.

Freshman Class

Alderman, Minnie Viola.....	Chowan.
Camp, Sallie Shepherd.....	Virginia.
Carmon, Bessie.....	Craven.
Carroll, Bertha Lucretia.....	Pitt.
Cole, Mary George	Lee.
Dewar, Gladys.....	Wake.
Grindstaff, Lucye Evelyn.....	Jackson.
Herring, Hattie Laura	Polk.
Holland, Alma Leonora.....	Bladen.
Holton, Beulah Catherine.....	Pamlico.
Horne, Gertrude Cecila.....	Forsyth.
Highsmith, Annie	Cumberland.
Josey, Sallie M.....	Halifax.
Keith, Annie Faye.....	Pender.
Kelley, Bernice Christiano.....	Wake.
Newton, Margaret Olinda.....	Craven.
Norwood, Lou Wilkins	Wayne.
Petty, Kathleen Louise.....	Guilford.
Pridgen, Annie Hardee	Lenoir.
Steele, Mary Susan	Buncombe.
Tucker, Wallace	Buncombe.
Underwood, Mallie Gould.....	Sampson.

Irregular College Students

County.

Allen, Virginia	Music	South Carolina.
Ashcraft, Myrtle.....	Music	Anson.
Barker, Elsie Gertrude	Elocution	Wake.
Boone, Olive Wharton.....	Music	Haywood.
Britt, Maude Ellyn.....	Music	Robeson.
Burfoot, Ada A.....	Music	Pasquotank.
Butler, Ossie Lynn.....	Music	Sampson.
Camp, Rena Savage.....	Music	Virginia.
Cannady, Lottie Westbrook.....	Music	Lenoir.
Carroll, Louise	Music	Sampson.
Cook, Ruth Burnly.....	Music	Virginia.
Daniel, Eva B.....	Music	Sampson.
Davis, Nannie Eula	Music	Forsyth.
Denmark, Leonita.....	Art	Wake.
Edwards, Dorcas Nora.....	Music	Madison.
Elmore, Mattie	Music	Swain.
Fuller, Ione Parker.....	Elocution	Forsyth.
Gary, Sarah Miriam.....	Art	Virginia.
Goodwin, Rosa Evans.....	Music	Pasquotank.
Gough, Caroline Melke	Music	Robeson.
Gwynn, Annie Elizabeth.....	Music	Caswell.
Harward, Sadie.....	Elocution	Chatham.
Johnson, Ethel.....	Music	Chatham.
Jones, Myrtle.....	Music	Duplin.
King, Olive Calvin.....	Art	Wake.
Lawrence, Clara.....	Art	Wake.
Lincoln, May.....	Music	Guilford.
Lovill, Mary Elizabeth.....	Music	Surry.
Loving, Juliette.....	Music	Cumberland.
Magette, Lucile.....	Music	Wilson.
Middleton, Lucy	Art	Duplin.
Minor, Aleine.....	Music	Granville.
Neal, Hallie May.....	Music	Union.
Parker, Janie.....	Music	Montgomery.

County.

Pinner, Viola Lyndall.....	Elocution	Haywood.
Poole, Katherine Ellington.....	Music	Johnston.
Price, Amanda Bliss.....	Elocution	Moore.
Sheets, Marie Daniel.....	Literary	Stanly
Shugart, Alice.....	Art	Yadkin.
Stringfield, Bernice	Music	Catawba.
Thompson, Annie Judson	Elocution	Surry.

(Certificate in Elocution.)

Tillery, Pauline.....	Art	Halifax.
Tyner, Edna Tryphena.....	Music	Robeson.
Underwood, Lutie Clyde	Music	Sampson.
Vann, Eddie May.....	Music	Hertford.
Webb, Frances Amis.....	Art	Granville.
Willett, Ethel	Literary	Craven.
Wilson, Morna Judson.....	Music	Rockingham.
Yelvington, Jessamine	Music	Johnston.

School of Elocution

School of Art

School of Music

School of Elocution

CAROLINE BERRY PHELPS, *Professor.*

ANNIE JUDSON THOMPSON, *Assistant.*

The aim is to give a personal culture in creative thinking and in interpretation; to train teachers and platform artists.

The course of study is arranged to meet the requirements of the best Schools of Elocution.

One play for public presentation will be given the first Monday night in May.

Elocution I, II, III, IV, in class or private lessons, are open to all college students. Not more than six hours of this work will count toward the A.B. degree.

Admission

The requirements for admission to the Freshman class are the same as for the A.B. course. (See page 27.)

Requirements for Graduation

The "General Requirements" are the same as for the A.B. degree. (See page 25.)

To be entitled to the diploma in Elocution the student must have completed, in addition to the regular prescribed course in Elocution, which includes two private lessons each week and twenty-four hours of the work leading to the A.B. degree, sixteen hours of work to be elected from courses which count toward the A.B. degree. On the satisfactory completion of this work under the restrictions prescribed, the student will be recommended for the diploma in Elocution.

Outline of Course for Diploma in Elocution

1. Class Work.

Required of freshmen. Two hours a week for a year. Tuesdays, Thursdays, 2:30.

Private lessons—two half hours a week.

Vocal technique; platform deportment; gesture; extemporaneous speaking; declamation.

TEXTS.—*Practical Public Speaking*, by Clark and Blanchard; *Daily Ways of Health*, by Emily M. Bishop; *Expressive Voice Culture*, by J. E. Southwick.

English 1 and Latin 1 required.

2. Class Work.

Required of sophomores. Two hours a week for a year. Wednesday 9, Saturday 11.

Private lessons—two half hours a week.

Extemporaneous speaking (preparation of material for lectures, interpretative recitals and readings).

First semester: Parliamentary practice.

Second semester: History of oratory.

TEXTS.—Sear's *History of Oratory*, Roberts' *Rules of Order*.

English II, Latin II and History I are required.

3. Class Work.

Required of juniors. Two hours a week for a year. Wednesday and Saturday, 10.

Private lessons—two half hours a week.

Pantomime (study of emotion in its effects upon voice and gesture, facial expression).

First semester: Scriptural interpretation: Shakespeare, one comedy.

Second semester: Goethe's *Faust*.

TEXTS.—Moulton's *Short Introduction to the Literature of the Bible*; Job, *Modern Readers' Bible*; *Faust*, translated by Bayard Taylor; Shakespeare (Hudson Edition).

English III, IV and V are required.

4. Class Work.

Required of seniors. Two hours a week for a year. Tuesday and Friday, 11.

Private lessons—two half hours a week.

First semester: History of the drama to the time of the miracle, mystery and morality plays (including one play of Æschylus, Sophocles, Euripides).

Second semester: Shakspeare, one tragedy; Robert Browning, special study is given the *Ring and the Book*.

The study of the dramatic is eminently valuable as a means of personal culture; it cultivates the imagination, it broadens the sympathies. The plays are studied in their two-fold relation as dramatic art and as literature.

TEXTS.—Moulton's *The Ancient Classical Drama*; Robert Browning, Cambridge Edition.

English VI or VII, or VIII or IX is required.

Register of Students

School of Elocution

Junior Class

Thompson, Annie Judson Surry.
(Certificate in Elocution, 1909.)

Sophomore Class

Pinner, Viola Lyndall..... Haywood.

Freshman Class

Fuller, Ione Parker Forsyth.
Harward, Sadie Chatham.
Lovill, Mary Elizabeth.....
Woodall, Jessie Virginia..... Wake.

Irregular

Blalock, Mrs. Sarah Lambert..... Virginia.
Price, Amanda Bliss Moore.

Elocution Only

Barker, Elsie Gertrude..... Wake.
Clark, Eugenia Graham..... Wake.
Renfrow, Frances Blount Wake.

Literary students electing elocution, 13.

School of Art

IDA ISABELLA POTEAT, *Professor.*

KATHARINE LOUISE FORD, *Professor of Applied Design
and China Painting.*

The Art Department is accommodated in a large and well-adapted Studio on the fourth floor of the Main Building. It is furnished with models and such artistic material as is necessary for art work, and is well lighted with large windows and skylights sloping to the north.

The system of instruction in this school is the same as that adopted by the leading instructors of New York and Philadelphia, and corresponds to the work done by the Academie Julien, Paris. It seeks to develop originality and encourage the individuality of the student. Art and Nature are brought together in a practical and critical way.

Talks on art will be given regularly throughout the year, and lectures by specialists on leading art subjects will be provided for during the winter months.

An Art Club, which meets once a week for the study of current events, is not only a pleasant social occasion, but gives the students an opportunity to know what is being done in the world of art at the present time. The best art magazines which are published are at the disposal of the students and are reviewed and discussed freely in this club.

No student will be permitted to register in the School of Art for less than one-quarter of a year, or one-half semester.

Art Medal

To encourage originality and develop the true art spirit, Miss Fannie E. S. Heck offers a gold medal for the best piece of original work done in Meredith College, either from life

or nature, or embodying an ideal conception. Any medium may be used. The merit of the work is passed upon by two competent critics not connected with the school, assisted by the instructor in charge.

If the work does not reach the required standard, the medal will be withheld.

Admission

The general requirements are the same as for admission to the College.

To enter the School of Art, in the regular course leading to graduation in art, the student must have completed ten units of the Entrance Requirements for the A.B. degree (see page 27).

Students in the School of Art will be allowed conditions as follows:

Modern Language, one unit; Science or History, one unit; and English or Latin, one unit.

All conditions must be removed before the Senior year.

Requirements for Graduation

The regular course in the School of Art will cover four years, but a student is not held back till the end of the year if her work warrants promotion beforehand.

Graduation in the school is intended to include a trip to the Northern cities for the purpose of studying the collections of art to be found there.

Students who have satisfactorily completed the courses in the School of Art and who have, in addition, completed thirty-three hours' work, prescribed or elective, in and above the fourth Preparatory year of the course leading to the A.B. degree, will be entitled to a Diploma of Graduation in the School of Art. -

Outline of Courses

1. First Year Drawing.

Charcoal drawing from geometrical solids and vases; lead-pencil drawing after foliage and flowers from nature; drawing from still-life in crayon, charcoal, pen and ink; flat washes in water-color; modeling, perspective.

All students should take this course, as it is a preparatory class for all the branches taught in the school, and the training obtained here is equally valuable for future portrait-painter, designer and illustrator. It is so arranged that a student progressing from simple to complex, learns to represent the forms and aspects of objects faithfully, and acquires facility in handling the various mediums.

2. Advanced Drawing.

Antique drawing from models of parts of human figures, drawing from full-length figures and casts, drawing from draped life models; advanced modeling; perspective; out-door sketching; composition.

3. Painting.

Painting from still-life in oil, water-color, and pastel.

4. Painting.

Color studies of foliage, fruits, and flowers from nature; outdoor sketching in all mediums; painting from the head, and the draped life model; perspective; composition; art history.

5. Painting.

Figure, landscape, and portrait painting from nature; perspective; composition; art history.

6. China Painting.

First year: Principles of porcelain decoration, study of technique, flower painting.

Second year: Enamels, lusters, and application of original designs.

7. Applied Design.

Freshman and sophomore years: geometrical drawing, freehand drawing, historical ornament.

Junior and senior years: elements of ornamentation, practical designing, applied design, historical ornament, color harmony, basketry, stenciling, and tooled leather.

8. Art History.

Two hours a week for a year. Elective for the A.B. degree.

In the junior year a general survey of Art History will be given, using as a basis Goodyear's *History of Art*.

Parallel reading is required in the following works, to be found in the libraries of the College and of the city. Work upon these texts is supplemented by such illustrative material as is found in the State Museum and afforded by the architecture of the city, and good prints of the best examples of art are used freely.

TEXTS.—Luebke's *History of Art*; Gardner's *Handbook of Greek Sculpture*; Tarbell's *History of Greek Art*; Bullfinch's *Mythology*; Marquand and Frothingham's *History of Art and Sculpture*; Marquand and Frothingham's *History of Architecture*; Vasari's *Lives of the Painters*; Hurl's *Studies of the Old Masters*; Van Renselaer's *English Cathedrals*; Muther's *History of Modern Art*; Reber's *History of Ancient Art*; Van Dyke's *History of Painting*; Goodyear's *Mediæval Art*.

9. Art History 2.

Two hours a week for a year. Elective for the A.B. degree.

In the senior year the course will be based upon the study of the following texts: Winkelman's *History of Ancient Art*; Lessing's *Laoköon*; Symonds' *Renaissance in Italy*; Mrs. Oliphant's *Makers of Florence*; Ruskin's *Modern Painters*; Mau's *Pompeii, Its Life and Art*; Lanciani's *Pagan and Christian Rome*; Mrs. Jameson's *Legends of the Madonna and Coll's Nineteenth Century Art*; Hoppin's *The Early Renaissance*; Hoppin's *Great Epochs in Art History*; Holmes's *Hokusai*; Van Dyke's *Art for Art's Sake*; Ruskin's *Stones of Venice*; Flaxman's *Lectures on Art*, Browning's *Poems*.

In order to develop appreciation of their moral and æsthetic value, special study will be given to the following periods and subjects: The Phidian Period of Greek Art; The Niobe Group; Modern Masters of Sculpture; The Early Renaissance; St. Peter's Cathedral; The Madonna in Art; The Masters of Portraiture; The Barbizon School; The Pre-Raphaelite Brotherhood; Japanese Art; American Art; Women in Art.

The following work in the A.B. course is recommended for students in the School of Art:

FRESHMAN YEAR.

French 4 hours.
Mathematics 4 hours.
Elective 3 hours.

JUNIOR YEAR.

English 3 hours.
History 3 hours.

SOPHOMORE YEAR.

Latin 4 hours.
English 4 hours.
Elective 2 hours.

SENIOR YEAR.

English 3 hours.
History 3 hours.

Register of Students

School of Art

Graduate Students

County.

Jackson, Sallie Moore.
(Diploma in Applied Design.)

Rogers, Elizabeth Wake.
(Diploma in Art.)

Senior Class

Keith, Lila Mary New Hanover.

Lawrence, Clara Wake.

Junior Class

Denmark, Leonita Wake.

Ivey, Ruth Claire Wake.

Sophomore Class

Gary, Sarah Miriam Virginia.

King, Olive Calvin Wake.

Memory, Fay Rachel Columbus.

Shugart, Alice Yadkin.

Webb, Frances Amis Granville.

Williams, Ruth Cleveland Virginia.

Freshman Class

Middleton, Lucy Duplin.

Pridgen, Anna Hardee Lenoir.

Tillery, Alice Pauline Halifax.

Irregular

Camp, Sallie Shepherd Virginia.

Art Only

Carlton, Janie Duplin.

Holding, Irma Wake.

Kyle, Frances Wake.

County.

Litchford, Mrs. Lucy West.....	Wake.
Saunders, Lucy	Johnston.
Shuford, Annie	Wake.
Speight, Edna	Craven.

Literary students electing work in art history, 40.

School of Music

***WADE R. BROWN,**

BAKER UNIVERSITY; ARTIST'S AND TEACHER'S DIPLOMA, NEW ENGLAND CONSERVATORY OF MUSIC; A. K. VIRGIL, NEW YORK; STERNSCHE CONSERVATORIUM, BERLIN; PUPIL DR. ERNEST JEDLICZKA, BERLIN; R. HUNTINGTON WOODMAN.

DEAN—PROFESSOR OF PIANO AND ORGAN.

GUSTAV HAGEDORN,

PUPIL OF ADOLF HAHN AND LEOPOLD LICHTENBERG; LATE MEMBER OF CINCINNATI SYMPHONY ORCHESTRA (FIVE YEARS); BERLIN.

ACTING DEAN—PROFESSOR OF VIOLIN, ORCHESTRAL INSTRUMENTS, AND INSTRUCTOR IN HARMONY, COUNTERPOINT.

HELEN MARIE DAY,

PUPIL OF CHAS. B. STEVENS AND ARTHUR J. HUBBARD, BOSTON; CHAS. MCKINLEY, NEW YORK; MME. MATZA VON NIESSON STONE, BERLIN.

PROFESSOR OF VOICE CULTURE AND ART OF SINGING.

MARY ELIZABETH FUTRELL,

GRADUATE BAPTIST UNIVERSITY SCHOOL OF MUSIC; ARTIST'S AND TEACHER'S DIPLOMA, NEW ENGLAND CONSERVATORY OF MUSIC.

PROFESSOR OF PIANO AND ENSEMBLE PLAYING.

GERTRUDE SOUSLEY,

NEW ENGLAND CONSERVATORY OF MUSIC; PUPIL I. PHILIPP, PARIS.

PROFESSOR OF PIANO AND INSTRUCTOR IN HISTORY OF MUSIC AND ANALYSIS.

ELIZABETH BURTT HAGEDORN,

ARTIST'S AND TEACHER'S DIPLOMA, NEW ENGLAND CONSERVATORY OF MUSIC; PUPIL OF RAFAEL JOSEFFY, NEW YORK; PUPIL OF LEHVINNE, BERLIN.

PROFESSOR OF PIANO AND ENSEMBLE PLAYING.

MRS. WILLIAM JASPER FERRELL,

GRADUATE OF NANSEMOND SEMINARY; PUPIL OF MRS. GREGORY MURRAY, OF PHILADELPHIA; GRADUATE OF BURROWS KINDERGARTEN SCHOOL.

INSTRUCTOR IN MUSIC PEDAGOGY AND CHILDREN'S CLASSES.

* In Europe, on leave of absence.

HARRIETTE LOUISA DAY,

PUPIL OF MRS. HUMPHREY ALLEN; MR. ARTHUR J. HUBBARD, BOSTON; MME. MATZA
VON NIESSON STONE, BERLIN.

INSTRUCTOR IN VOICE CULTURE.

BESSIE EMERSON SAMS,

MEREDITH COLLEGE.

INSTRUCTOR IN PIANO.

CORINNE CARTER,

KANSAS CONSERVATORY OF MUSIC; NEW YORK.

INSTRUCTOR IN PIANO AND VIOLIN.

ADA LOUISE SHEARIN,

MEREDITH COLLEGE.

INSTRUCTOR IN PIANO AND ORGAN.

MINNIE RUTH HAYNES,

MEREDITH COLLEGE.

INSTRUCTOR IN VOICE CULTURE.

MARY LUCILE MAGETT,

SUPERVISOR OF PRACTICE.

NELLIE MAY LINCOLN,

ASSISTANT SUPERVISOR OF PRACTICE.

School of MusicWADE BROWN, *Dean.*

The school aims at the production of intelligent musicians of liberal culture in the various departments of musical training.

Each department of the school has at its head a teacher who has been thoroughly trained in the best methods of instruction and has had years of successful teaching experience.

The school is equipped with thirty-six upright pianos, three grand pianos, practice claviers, one pedal piano and two organs, making a thorough equipment for teaching technical and artistic proficiency.

Outline of Course of School of Music**FRESHMAN YEAR.**

History of Music.
Introductory Harmony and Ear Training.
Theory.
Ensemble Playing.
Solo Class, Recitals and Concerts.
Piano, Organ, Violin or Voice (two half-hour lessons per week).
English.

JUNIOR YEAR.

Advanced Harmony.
Musical Form and Analysis.
Ensemble Playing.
Solo Class, Recitals and Concerts.
Piano, Organ, Violin or Voice (two half-hour lessons per week).
German or French.

SOPHOMORE YEAR.

Harmony.
History of Music.
Ensemble Playing.
Solo Class, Recitals and Concerts.
Piano, Organ, Violin or Voice (two half-hour lessons per week).
English.

SENIOR YEAR.

Counterpoint.
Advanced History of Music.
Music Pedagogy.
Ensemble Playing.
Solo Class, Recitals and Concerts.
Piano, Organ, Violin or Voice (two half-hour lessons per week).
German or French.

Omission, page 74

ADMISSION

To enter the regular Music Course leading to a diploma in Music, a student must have completed ten units of the Entrance Requirements for the A. B. degree (see page 27). She must offer English, three units; Mathematics, one and one-half units; and will be allowed no conditions except in French or German. In addition she must have sufficient musical and technical training to prepare her to pursue successfully the work of the Freshman year in the department of the School of Music in which she wishes to enter.

Other students may elect Music as one study, but will not be allowed more than two hours practice daily.

REQUIREMENTS FOR GRADUATION.

To be entitled to a diploma from the School of Music, the student must have satisfactorily completed the courses in Piano, Organ, Violin or Voice, together with the required Theoretical Courses and Literary work (see page 74, Schedule of Studies for Diploma in Music), and must have given a public recital of standard works (from memory) in a creditable and artistic manner.

Graduates in Voice must have attained the grade of Sophomore in piano playing.

Schedule of Recitations, School of Music

	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
9.00	Harmony I.	History I.	History III.	Harmony I.	History I.
10.00					
11.00	Harmony III.	Harmony II.	Theory.	Harmony III.	Harmony II.
12.00	Harmony I.	Counterpoint.		Harmony I.	Counterpoint.
1.30		Musical Analysis.			Musical Analysis.
2.30	History II.		Solo Class.	History II.	
3.30			Choir Rehearsal.		
5.00	Ensemble.	Recital.	Ensemble.	Ensemble.	

Department of Theory

1. Introductory Harmony and Ear Training.

Required of Freshmen. Two hours a week for a year. Tuesdays and Fridays, 9 a. m. or 12 m.

Professor Hagedorn.

This course embraces the formation and recognition of major and minor scales, triads and intervals, and all seventh chords. The harmonization of simple melodies employing simple or primary harmonies.

2. History of Music I.

Required of Freshmen. Two hours a week for a year. Wednesdays and Saturdays, 9 a. m.

Professor Hagedorn.

A general survey of Musical History.

TEXT.—Hamilton's *Outlines of Musical History*.

3. Theory of Music.

Required of Freshmen. One hour a week for a year. Thursdays, 11 a. m.

Professor Hagedorn.

History of notation; accent (natural and artificial); rhythm; tempo; embellishments, acoustics and orchestral instruments are studied in this course.

TEXT.—Elson's *Theory of Music*.

4. History of Music II.

Required of Sophomores. Two hours a week for a year. Tuesdays and Fridays, 2:30 p. m.

Associate Professor Sousley.

The development of the art from ancient to modern times is shown, including the Greek modes, systems of notation, the Troubadours and Minnesingers, the beginnings of opera, the orchestra, the symphony; and

during the second semester special attention is given to the great masters and their influence on the development of music.

TEXT.—Baltzell's *History of Music*.

5. Harmony.

Required of Sophomores Two hours a week for a year.
Wednesdays and Saturdays, 11 a. m.

Professor Hagedorn.

Figured basses and the harmonization of melodies, employing triads, diminished and secondary seventh chords, modulations, etc.

6. Advanced Harmony III.

Required of Juniors. Two hours a week for a year. Tuesdays
and Fridays, 11 a. m.

Professor Hagedorn.

Continuation of the harmonization of melodies, employing altered chords, all nonchordal elements and pedal point. Harmony completed.

7. Musical Form and Analysis.

Required of Juniors. Two hours a week for a year. Wednesdays
and Saturdays, 1:30 p. m.

Associate Professor Sousley.

Chord-reading; Bach's Inventions; Primary Forms; Song and Aria Forms; Minuets, Marches, Scherzos, Rondos, Theme and Variations, the Sonata Form; the Sonata as a whole; Preludes and Fugues.

8. Counterpoint.

Required of Seniors. Two hours a week for a year. Wednesdays
and Saturdays, 12 m.

Professor Hagedorn.

Counterpoint in the various species in two, three and four parts.

*9. Advanced History of Music III.

Required of Seniors. One hour a week for a year. Thursdays,
9 a. m.

Professor Brown.

The Evolution of Music; the Polyphonic Period; Music of the Western Church; Study of Modern Opera and the Wagner Music Drama.

10. Music Pedagogy.

Required of Seniors. Three hours a week for a year. Hours
to be arranged.

Mrs. Ferrell.

A course of lectures dealing with the principles and methods of piano instruction, and practice in teaching under the direct supervision of the instructor, giving students the immediate opportunity of testing the knowledge gained in the lectures.

11. Chorus and Choir Training.

Open to all students having good singing voices. One hour a
week for a year. Tuesdays, 8 p. m.; Thursdays, 3:30 p. m.

Professor Brown.

Tuesday evenings are the regular rehearsals of the Raleigh Choral Society in the College auditorium.

Thursday afternoons are the regular rehearsals of the University Choir, composed of fifty-two selected voices. The best sacred music, consisting of hymns, chants, and anthems, are studied, and the choir leads the music in chapel exercises, besides being heard occasionally in vesper services Sunday afternoons.

NOTE.—Courses 1, 4, 5, 6, 7, 8, 9 and 11 are electives in the College of Liberal Arts, and receive the indicated credit. The maximum credit allowed is 6 hours.

* This course will not be offered until 1911.

Department of Pianoforte

PROFESSOR: WADE R. BROWN.*

ASSOCIATE PROFESSORS: MARY ELIZABETH FUTRELL.

GERTRUDE SOUSLEY.

ELIZABETH BURTT HAGEDORN.

INSTRUCTORS:

BESSIE EMERSON SAMS.

CORINNE CARTER.

ADA LOUISE SHEARIN.

The course of study in the pianoforte includes all grades of exercises and compositions required for the most systematic development in execution and interpretation, both for teaching and artistic performance. Especial attention is paid to the development of a musical touch and a refined and intelligent style of playing. It will be the effort of the teacher to adapt the instruction to the personal needs of the student.

Students on entering are graded according to the quality, not the quantity, of past work.

I. FRESHMAN.

Technical exercises for the development of flexibility and velocity. Practice of scales, chords, arpeggi, and passage work in various rhythms, selected studies in the grade of the following: Czerny, *Op. 299*; Krause *Trill Studies, Op. 2*; Heller, *Selected Studies*; Bach, *Little Preludes*.

Easy Sonatas and other compositions by standard composers at the discretion of the teacher.

2. SOPHOMORE.

Technical exercises requiring a higher degree of velocity and mental and musical control. Practice of scales, chords, arpeggi, and various accents and rhythmical treatment.

Doering, *Octave Studies*; Cramer, *Selected Studies*; Bach, *Two and Three-part Inventions*; Czerny, *Op. 740*; Sonatas and other standard compositions of medium difficulty.

* In Europe, on leave of absence.

3. JUNIOR.

Special technical exercises for overcoming the difficulties met with in the works of classic and modern composers.

Kullak's *Octave School, Part I*; Clementi, *Gradus Ad Parnassum*; Kleinmichael, *Special Etudes, Op. 50, Books I and II*; Chopin, *Preludes*; Sonatas and Solo works by Beethoven, Schumann, Mendelssohn, and other compositions of merit, character and excellence by composers of all periods.

4. SENIOR.

Advanced technical work continued.

Bach, selections from the *Well-tempered Clavichord*; special Etudes of different composers appropriate to this grade; Chopin, the easier Etudes; standard compositions by Beethoven, Mendelssohn, von Weber, Tschaikowsky, Brahms, Greig, etc.

5. GRADUATE COURSE.

For those desiring to perfect themselves more fully in the technic and the artistic rendition of the more difficult Etudes of Chopin, Liszt, Henselt, Rubinstein, etc., and the larger and more important works in the entire range of piano literature, with special reference to working up a repertoire for public performance. Wide discretion will be exercised in selecting works to be studied.

Department of Organ

WADE BROWN, *Professor*.

ADA LOUISE SHEARIN, *Instructor*.

The great and growing need for well-trained church organists, and the inadequate means of instruction in this section of the country, justify us in our effort to provide the facilities necessary to enable persons of talent to prepare themselves fully for the responsible work to which a church or concert organist is called.

A large three-manual organ has been installed in the University Auditorium. The instrument has three manuals, forty-one stops, and 2,068 pipes; was built by Johnson, of Westfield, Massachusetts.

The course of instruction provides for a thorough training in all that pertains to a mastery of the organ for church or concert use, including

drill in foundational organ technic, special exercises in playing church music, voluntaries, improvisation, registration, and the art of accompaniment. The course of study is designed to give a thorough acquaintance with the best composers of the different schools of organ music.

Department of Violin and Stringed Instruments

GUSTAV HAGEDORN, *Professor.*

CORINNE CARTER, *Instructor.*

The training is according to the most modern and approved methods. Those sufficiently advanced are required to take part in orchestral work.

The general outline of study of the Violin Department is as follows:

1. FRESHMAN.

Kaiser's *36 Studies*; Dort Jac's *20 Progressive Exercises*; Schradieck's *Technical Studies, Book I*, and pieces to suit grade.

2. SOPHOMORE.

Mazas' *Studies, Op. 36*; Dort's *Op. 37*; *24 Preparatory Exercises to Rode and Kreutzer*; Ries, *Op. 26—15 Violin Studies*; Schradieck's *Scale Studies*. The easier sonatas and pieces.

3. JUNIOR.

Kreutzer's *Forty-two Caprices*; Campagnoli, *Op. 18—7 Divertissements*; Meerts, *12 Studies for the Bow*; Dancla, *Op. 74*. Easier Beethoven and Mozart Sonatas, and Concertos by Rode, Viotti and De Beriot.

4. SENIOR.

Fiorillo, *36 Etudes*; Rode, *24 Caprices*; Alard, *Op. 16*. Selections from Bach's Sonatas for Violin Solo; Modern Sonatas by Grieg, etc.; Concertos by Bruch, Mendelssohn, Spohr.

5. GRADUATE COURSE.

Gavinies, *24 Matinées*; Leonard's *Gymnastique du Violin*; Schradieck, *Op. 1, 25 Studies*; Modern Concertos by Godard, Molique, Vieuxtemps, Spohr, and Fantasies by Leonard, Wieniawski, Hubay, Wilhelmj; Sonatas by Sjögren, Huber, and the more difficult ones of Beethoven.

Department of Voice Culture

HELEN MARIE DAY, *Professor.*

HARRIETTE LOUISA DAY, *Instructor.*

MINNIE RUTH HAYNES, *Instructor.*

It is here intended to teach every branch connected with the proper cultivation of the voice. The course includes such exercises as will teach the pupil the proper use of the vocal organs, the control of the breath, the physiology of the vowels and consonants, the application of the words to music, etc. Students will receive the best possible drill in exercises for obtaining correct use and flexibility of the voice, and will be thoroughly instructed in the use of songs for the home circle, the requirements of the church, and for the concert stage.

I. FRESHMAN.

Development of the chest; breath control and its influence on tone; breathing allied with attack, tone placing and tone formation; resonance; throaty, nasal and white tones corrected; tremolo eliminated.

STUDIES.—Behnke and Pearce; Concone; Vaccai.

2. SOPHOMORE.

Exercises for breath control, tone placing and tone formation continued. Exercises for the equalization of the registers; staccato tone and attack; sustaining tones and supporting the voice on the breath.

Studies by Concone and Vaccai; Easy songs in English.

3. JUNIOR.

Technical preparation; tone coloring; dynamics, the mezzo voce; the portamento; treatment of vowels and consonants; cadenzas, mordents, and trills.

STUDIES.—Concone in Italian; Abt and Marchesi; Songs in English.

4. SENIOR.

Flexibility; the broad dramatic, florid and coloratura styles; the pure legato; interpretation, style and diction, expression, phrasing and enunciation; stage presence.

STUDIES.—Italian Anthology of Song; the oratorio arias; excerpts from standard operas; songs from the German, French, Italian, and English schools.

Second, third and fourth year vocal students are advised to attend the rehearsals of the Raleigh Choral Society and required to become members of the University choir at the option of the Dean.

Ensemble Playing

Ensemble playing, or concert music, is one of the most practical and useful experiences a student can have, as it improves the general musicianship, especially along the lines of sight-reading and accompanying. Self-control is cultivated by the necessity for careful listening, for steadiness of rhythm, and for quick adjustment to the artistic needs of the moment. To students who are backward in reading music at sight, this practice is invaluable.

Sophomores, Juniors and Seniors in the Piano Course will devote one hour each week to ensemble playing.

* Solo Class

As a preparation for recital and concert playing, a weekly solo class is held, at which all students enrolled in the regular course must appear. This class is of much value to those who are troubled with nervousness or timidity in performing before others. The meetings are of an informal character, and the student receives the benefit of a wider range of work than she alone is able to cover, and her ambition is kindled by observing the work accomplished by others.

Students' Recitals

All music students are required to attend the weekly students' recitals and to take part in them when requested to do so by their teacher.

Faculty Concerts

The Music Faculty give several concerts and recitals during the session, which are free to students of the Music School.

The students have frequent opportunity of hearing noted

* Omitted 1910—1911.

artists in concert and recital, which is of incalculable benefit to those pursuing a musical education.

The music students are expected to attend all concerts given under the auspices of the school.

Choral Society

The Raleigh Choral Society is an organization of students and local residents, of which the Dean of the School of Music is Director. The Society numbers about one hundred and fifty members. An annual Festival is held in the Spring when a professional orchestra and the best available soloists are engaged and performances of great musical works are given.

The conditions of membership are a voice of fair effectiveness, a correct ear, some knowledge of notation, and regularity in attendance.

A fee of \$1.00 is charged all candidates for membership. Paid but once. The annual dues are \$1.50.

Music Supplies

Music students are expected to deposit a sum of money with the Director of Music at the beginning of the session, sufficient to pay for sheet music and music supplies used. A ticket will be issued for each deposit, and unused coupons will be redeemed in full at the end of the session. Advanced students will deposit \$5.00; preparatory students, \$2.50.

Register of Students

School of Music

Graduate Students

County.

Sams, Bessie Emerson.....	Wake.
(Graduate in Piano.)	
Shearin, Ada Louise.....	Nash.
(Graduate in Piano.)	
Ellison, Musa	Wake.
(Graduate in Voice.)	

Senior Class

Camp, Rena Savage.....	Virginia.
Johnson, Ethel	Chatham.
Jones, Myrtle Gaynelle.....	Duplin.
Shearin, Ada Louise.....	Nash.
(Graduate in Piano.)	

Junior Class

Blalock, Mrs. Sarah Lambert.....	Virginia.
Faucette, Margaret	Raleigh.
(Graduate in Piano.)	
Lincoln, Nellie May.....	Guilford.
Loving, Juliette	Cumberland.
McCullers, Mary Elizabeth.....	Johnston.
Magette, Mary Lucile.....	Wilson.
Newcomb, Alice Bayard.....	Wake.
(Graduate in Piano.)	
Stringfield, Bernice Irene.....	Catawba.
Webb, Mary Edmondson.....	Granville.

Sophomore Class

Ashcraft, Myrtle Florence.....	Anson.
Carroll, Rebecca Louise.....	Sampson.

	<i>County.</i>
Cook, Ruth Burnley	Virginia.
Minor, Alleine Richard	Granville.
Parker, Katharine	Wake.
Poteat, Louie	Wake.

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Tyner, Edna Tryphena	Robeson.
Yelvington, Mary Jessamine	Johnston.

Freshman Class

Alderman, Minnie Viola	Chowan.
Allen, Virginia	South Carolina.
Boone, Olive Wharton	Haywood.
Butler, Ossie Lynn	Sampson.
Britt, Maude Ellyn	Robeson.
Cannady, Lottie Westbrook	
Carter, Grace May	Wake.
Davis, Nannie Eula	Forsyth.
Elmore, Mattie	Swain.
Daniel, Eva B.	Sampson.
Edwards, Doreas Nora	Madison.
Goodwin, Rosa Evans	Pasquotank.
Gough, Caroline Melke	Robeson.
Neal, Hallie Maie	Union.
Poole, Katheryn Ellington	Johnston.
Parker, Janie	Montgomery.
Underwood, Lutie Clyde	Sampson.
Wilson, Morna Judson	Rockingham.

Irregular

Allen, Lillian May	Haywood.
Burfoot, Adah A.	Pasquotank.
Chapell, Eleanor Norcross	South Carolina.

	<i>County.</i>
Ervin, Margaret Edna	Catawba.
Greenwood, Mabel	Surry.
Gregory, Annie Margaret	Perquimans.
Griffin, Pauline Helen	Wake.
Grindstaff, Lucye Evelyn	Jackson.
Gwynn, Annie Elizabeth	Caswell.
Haynes, Minnie Ruth	Surry.
Horn, Gertrude Cecilia	Forsyth.
Jordan, Margaret Pearl	Scotland.
Lovill, Mary Elizabeth	Surry.
Petty, Kathleen	Guilford.
Wilkinson, Mary Virginia	Wake.
Woodall, Jessie Virginia	Wake.
Vann, Eddie May	Hertford.

Music Only

Anderson, Lucile	Wake.
Bagwell, Minnie	Wake.
Briggs, Lula Hall	Wake.
Broughton, Rosa	Wake.
Carter, Corinne	Wake.
Cheek, Sallie May	Wake.
Cheek, Oma	Chatham.
Cooper, Nina	Wake.
Durham, Ellen	Wake.
Durham, Walters	Wake.
Fleming, Mrs. Percy B.	Wake.
Holloway, Edna	Wake.
Hiram, J. V.	Wake.
Hope, Mrs. Lelia Dickson	West Virginia.
Holding, Mildred	Wake.
Jackson, Emily Gertrude	Johnston.

County.

Jenkins, Mrs. C. L.....	Wake.
Jerman, Mrs. Palmer.....	Wake.
Johnston, Foy Elizabeth.....	Wake.

(A.B. Meredith College.)

Justice, T. M.....	Wake.
Lanneau, Mary	Wake.
Love, Mrs. Annie Wilson.....	Wake.
Marshall, Lulie Baldwin.....	Wake.

(A.B. Meredith College.)

Massey, Winona	Johnston.
McKinley, Mrs. Blanche Butler.....	Illinois.
Minor, Julia Brent.....	Wake.

(A.B. Trinity College.)

Petit, Madaline Whittier.....	Wake.
Proctor, Leslie	Robeson.
Royall, Mrs. William.....	Wake.

(A.B. Smith College.)

Simms, Mrs. R. M.....	Wake.
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(A.B. Meredith College.)

Thomas, Mrs. James J.....	Wake.
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MEREDITH ACADEMY

Meredith Academy

Faculty

LUCY DICKINSON, *Principal.*

VASSAR COLLEGE.

ENGLISH.

WILLIAM JASPER FERRELL, A.B.,

WAKE FOREST COLLEGE; STUDENT AT CORNELL UNIVERSITY.

MATHEMATICS.

JULIA BRENT MINOR, A.B.,

TRINITY COLLEGE.

LATIN—FRENCH.

LOULA ESTELLE HOWARD, A.B.,

MEREDITH COLLEGE.

SCIENCE.

ETHEL MAY CARROLL, A.B.,

MEREDITH COLLEGE.

HISTORY—MATHEMATICS—EDUCATION.

Grades One to Eight

FOY ELIZABETH JOHNSON, A.B.,

MEREDITH COLLEGE.

GRADES SEVEN-EIGHT.

LOSSIE BELLE STONE, A.B.,

MEREDITH COLLEGE.

GRADES FOUR-SIX.

ELIZABETH HARLEE MACCALL,

STATESVILLE FEMALE COLLEGE.

GRADES ONE-THREE.

Admission

Students who enter Meredith College without adequate preparation are at a great disadvantage. Instead of giving their time to new work, they must spend much of it trying to learn things they are supposed to know. They are unable to keep up with their classes and soon become discouraged; we therefore earnestly advise those who are within reach of good preparatory schools to attend these until they are prepared for college. It is the desire of the College Faculty and Board of Trustees to cooperate with the high schools and academies throughout the State, to lend them all possible assistance, and to receive their students upon their recommendations. Under existing conditions, however, rigid lines can not be drawn; it is, therefore, necessary to receive students not prepared for college. These can make their preparation here in the Academy.

* Expenses Each Semester

Tuition

First and second years..... \$25.00

Third and fourth years..... 30.00

Preparatory Department, School of Music:

Piano \$15.00, \$20.00 and \$25.00

Violin \$15.00 and 25.00

Table Board

Main Building \$54.00

Club Building, this year..... 31.50

* For full statement of payment of fees, etc., see page 20.

Room Rent

Including light, fuel and water:

Main Building or Faircloth Hall.....	\$13.50
East Building	12.50
South Cottage	11.25
North Cottage	10.00

Fees

Matriculation fee (applied on Semester's bill)	\$10.00
Library fee	1.00
Concert-Lecture fee	1.25
Gymnasium fee	.50
Medical fee	2.50
Piano rent, one hour daily.....	4.50
Piano rent, each additional.....	2.25

Schedule of Recitations

	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
9.00	Latin II. English III. Education, Special.	Physiology. Latin II.	Physiology. English III. Education, Special.	Physiology. Latin II. English III.	Physiology. Latin II. English III. Education, Special.
10.00	Physical Geography. Latin IV.	Physical Geography. History III.	Physical Geography. History III. Latin IV.	History III. Latin IV.	Physical Geography. History III. Latin IV.
11.00	History II. Physics (Lab.)	History II. English IV.	History II. English IV.	History II. English IV.	English IV.
12.00	Mathematics I. English II. Latin III. Physics (Lab.)	Mathematics I. English II. Latin III. Physics.	Mathematics I. English II. Latin III.	Physics.	Mathematics I. English II. Latin III. Physics.
1.30	English I. Mathematics II. French.	English I. French.	Mathematics II. French.	English I. Mathematics II. French.	English I. Mathematics II.
2.30	Mathematics III. German.	Mathematics III. German.	Mathematics III. German.	Mathematics III. German.	

Outline of Course, Meredith Academy

First Year

	Hours.	Page.		Hours.	Page.
Latin 1.....	4	(96)	Physiology, 1st Sem	4	(101)
			Math., 2nd Sem....	4	(99)
English 1.....	4	(97)	Physical Geography	4	(101)

Second Year

Latin 2.....	4	(96)	Mathematics 2.....	4	(99)
English 2.....	4	(98)	History 2.....	4	(100)

Third Year

Latin 3.....	4	(96)	Mathematics 3.....	4	(99)
English 3.....	4	(98)	History 3.....	4	(100)

Fourth Year

Latin 4.....	4	(97)	English 4.....	4	(98)
Modern Language...	4	(97)	Physics.....	4	(101)
Special course in education (elective).....				4	(102)

Courses of Instruction

I. Latin

1. Forms and Simple Sentences.

Five periods a week for a year. To be arranged.

Introductory Latin (Moulton). Declensions, conjugations, pronunciation and principles of syntax. Easy translations and practice in writing simple English into Latin.

2. Reading—Composition.

Four hours a week for a year. Tuesday, Wednesday, Friday, Saturday, 9.

Foundations of Latin (Bennett). Review of forms and principles of syntax. Translation of easy Latin, such as *Viri Romæ* or *Fabulæ Faciles*. Reading aloud according to Roman method of pronunciation. Translation from hearing as well as at sight from the printed page.

Book I of Cæsar's *Gallic War* (Bennett).

Latin Grammar (Bennett).

Prose Composition (Bennett's *Latin Writer*).

3. Cæsar—Composition.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Saturday, 12.

Books II, III, IV of Cæsar's *Gallic War* (Bennett).

Latin Grammar (Bennett, and Allen & Greenough.)

Three hours a week.

Prose Composition (Bennett's *Latin Writer*).

One hour a week.

4. Cicero—Composition.

Four hours a week for a year. Tuesday, Thursday, Friday, Saturday, 10.

Six orations of Cicero (Bennett, or Allen & Greenough).

Latin Grammar (Bennett, and Allen & Greenough).

Three hours a week.

Prose Composition (Bennett's *Latin Composition*).

One hour a week.

II Modern Languages

1. French—Reading, Grammar.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 1:30.

TEXTS.—Fraser & Squair's *French Grammar, Part I. La Tache du Petit Pierre. La Mère Michel et son Chat. Le Tour de la France par deux Enfants.*

Work done from other texts of same grade will be accepted.

2. German—Reading, Grammar.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 2:30.

TEXTS.—Harris's *Lessons in German. Märchen und Erzählungen. Glück Auf. Immensee.*

Work done from other texts of same grade will be accepted.

III. English

1. Composition and Literature.

Four hours a week for a year. Tuesday, Wednesday, Friday, Saturday, 1:30.

COMPOSITION.—Practice in oral and written composition three times a week. Sykes's *Elementary English Composition* (Scribner's Sons). Spelling.

LITERATURE.—Franklin's *Autobiography*, Longfellow's *The Courtship of Miles Standish* and *Evangeline*.

2. Composition and Literature.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Saturday, 12.

COMPOSITION.—Practice in oral and written composition three times a week. Baker and Abbott's *English Composition* (Henry Holt & Co., N. Y.) will serve as a review in Grammar and in sentence structure, and will suggest definite composition work for pupils. Frequent spelling drills.

LITERATURE.—Irving's *Sketch Book*; Lowell's *Vision of Sir Launfal*; Tennyson's *Idylls of the King*; Scott's *Ivanhoe*; *Lives of Great English Writers* (Houghton, Mifflin & Co.).

3. Composition and Literature.

Four hours a week for a year. Tuesday, Thursday, Friday, Saturday, 9.

COMPOSITION.—Short themes, three times a week, during the first half year. Longer themes, once a week, during the second half year. Brooks and Hubbard's *Composition-Rhetoric*, Part I (American Book Co., N. Y.) Frequent spelling drills.

LITERATURE.—Poe's *Poems and Tales*; Scott's *Lady of the Lake*; George Eliot's *Silas Marner*; Shakespeare's *Merchant of Venice*.

4. Composition and Literature.

Four hours a week for a year. Wednesday, Thursday, Friday, Saturday, 11.

COMPOSITION.—Three paragraph-themes alternating with long themes each week throughout the year. Brooks and Hubbard's *Composition-Rhetoric*, Part II. Frequent spelling drills.

LITERATURE.—Shakespeare's *Julius Cæsar* and *Macbeth*; Macaulay's *Life of Johnson*; Burke's *Speech on Conciliation With America*; Milton's *Minor Poems*; *Lives of Great English Writers*.

N. B.(1) In preparing students for college or for *life*, emphasis should be placed on composition work based on experience and observation rather than on *literary criticism*.

(2) *Teachers' Outlines for Studies in English*—Blakely—(American Book Co., N. Y.) will be found very helpful to busy high school teachers.

IV. Mathematics ($2\frac{1}{2}$ units)

1. High School Algebra to Fractions (1-2 unit).

Four hours a week for the second semester. Tuesday, Wednesday, Thursday, Saturday, 12.

The four fundamental operations; simple equations; formulas for multiplication; division by binomial factors; factoring, including highest common fraction and lowest common multiple.

This course presupposes a thorough knowledge of practical arithmetic, including fundamental operations (especially of common and decimal fractions and circulating decimals), compound numbers, percentage applications (with and without time), and extraction of square and cube root.

TEXT.—White's *School Algebra*.

2. High School Algebra through Progressions (1 unit).

Four hours a week for a year. Tuesday, Wednesday, Thursday, Saturday, 1:30.

Fractions, including complex fractions and ratio and proportion; simple equations, both numerical and literal with one or more unknown quantities; problems depending on linear equations; radicals, including evolution of numbers and polynomials; exponents, fractional and integer quadratic equations, numerical and literal, with one or more unknown quantities, and problems depending on them; the progressions, with problems depending on them.

TEXT.—White's *School Algebra*.

3. Plane Geometry (1 unit).

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 2:30.

The usual theorems and constructions of good text-books, the solution of numerous original exercises and the application to the mensuration of lines and plane surfaces.

V. History

2. Ancient History to 800 A. D.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 11.

First semester: Oriental Nations, Greece.

Second semester: Rome.

Besides the work in the text-book there is collateral reading in the library each semester of, at least, two hundred and fifty pages. Notes from this reading are taken in ink in a loose-leaf note book. Selected outline maps are filled in. The second semester there are occasionally special history papers. Written lessons, or tests, are given every few weeks throughout the year.

All of the written work follows the printed *Directions for Written Work as used at Meredith College and Meredith Academy*.

TEXT.—West, *Ancient World*; McKinley, *Outline Atlas of Ancient History*; *Current Events*.

3. English History.

Four hours a week for a year. Wednesday, Thursday, Friday, Saturday, 10.

First semester: England from the earliest historic times through the Tudor period.

Second semester: From the Stuart period to the present time.

The Supplementary work is similar in every way to that of the Second year, but more advanced.

The *Directions for Written Work* are carefully followed.

TEXTS.—Walker, *Essentials in English History*; Trenholm, *Syllabus of English History*; McKinley, *Outline Atlas of English History*; *Current Events*.

VI. Science (2½ units)

Physiology and Hygiene (1-2 unit).

Four hours a week for first semester. Wednesday, Thursday, Friday, Saturday, 9.

This course embraces the general structure of the body, digestion, circulation, respiration and the nervous system.

TEXT.—Martin's *Elementary Physiology*.

1. Physical Geography (1 unit).

Four hours a week for a year. Tuesday, Wednesday, Thursday, Saturday, 10.

This course is devoted to a detailed study of the land forms and physiographic factors. The course will require at least one year.

TEXT.—R. S. Tarr's *New Physical Geography*.

2. Physics* (1 unit).

Four hours a week for a year. Tuesday, Wednesday, Thursday, Saturday, 12.

One year's work, including the principles of mechanics, heat, electricity, sound and light. About one-third of the time is given to individual laboratory work which is reported in carefully prepared notebooks.

TEXT.—Coleman's *Elements of Physics*.

* Required in 1911.

VII. Special Course in Education

Education and Special Method.

Elective. Three hours a week for a year. Tuesday, Thursday, Saturday, 9.

A special course in Education is offered to those who can not remain in school long enough to obtain their A.B. degree. This is offered especially for those students who intend teaching in the public schools of the State and who desire to fit themselves better for this work by taking one semester or one year of pedagogy.

First semester: Education.

A brief course in the Principles of Teaching, lectures on Classroom Management and School Hygiene. The work is planned with reference to preparing teachers for State examinations.

TEXTS.—Hamilton, *The Recitation*; Hewett, *Pedagogy*.

Second semester: Special Method.

A concise review is given of the studies taught in the public schools of the State and the best methods of teaching those subjects. Lesson plans and observation of practical teaching is a feature of this work. There is a discussion of current education in North Carolina. Each student is urged to subscribe to *North Carolina Education*.

TEXT.—McMurray, *Books in Special Method*; Redway, *The New Basis of Geography*; Smith, *Teaching of Elementary Mathematics*; Chubb, *The Teaching of English*.

Preparatory Students

	<i>County.</i>
Allred, Nettie Kapp.....	Surry.
Anderson, Fannie Mary.....	Cumberland.
Ashworth, Lillie Belle.....	Davidson.
Askew, Mary Louise.....	Hertford.
Barker, Louise	Wake.
Barker, Lillian	Robeson.
Beasley, Florence Crittenden.....	Bertie.
Bennett, Agnes Louise.....	Vance.
Blackwell, Dovie Ann.....	Transylvania.
Boone, Nina	Guilford.
Bradsher, Mamie Eglantine.....	Person.
Bray, Cornelia Jane.....	Surry.
Bridgers, Sallie Lenis.....	Wilson.
Britt, Augusta	Robeson.
Burton, Carrie Eddie.....	Vance.
Burden, Pearl	Bertie.
Butler, Lela Floy.....	Sampson.
Cain, Marietta	Davie.
Carter, Mary Helen.....	Johnston.
Cashwell, Virginia Dare.....	Robeson.
Cashwell, Mary Ethel.....	Robeson.
Cates, Elizabeth Julia.....	Orange.
Clayton, Awa Margaret.....	Transylvania.
Coggin, Fannie Moss.....	Stanly.
Cullom, Ada Belle	Wake.
Cullom, Selma Lee.....	Wake.
Dorsett, Alma	Chatham.
Dunlap, Callie Virginia.....	Chatham.

County.

Dunning, Joyce	Bertie
Elliott, Mary Alma	Washington.
Farrior, Minnie Bryan	Wake.
Fletcher, Bert	Virginia.
Futrell, Martha Louise	Halifax.
Green, Clara Eloise	Montgomery.
Greenwood, Cora Mabel	Surry.
Griffin, Pauline Helen	Wake.
Griffin, Mattie Vivian	Chatham.
Goodwin, Pearl Inez	Chatham.
Goldston, Emma Lee	Chatham.
Gulley, Margaret	Wake.
Hancock, Katherine Gray	Halifax.
Harrell, Revah	Bertie.
Harrell, Martha	Hertford.
Haynes, Minnie Ruth	Surry.
Hayes, Mabel Claire	Gates.
Henry, Bright	Anson.
Howard, Clyda Lee	Sampson.
Howard, Lillie Williams	Sampson.
Howard, Valeria Johnson	Sampson.
Hudson, Mary Pearl	Johnston.
Hufham, Bertha Annie	Columbus.
Humphrey, Alice	Robeson.
Humphrey, Annie Belle	Robeson.
Hunter, Lillie Belle	Wake.
Johnson, Caro Belle	Robeson.
Johnson, Cleo Wade	South Carolina.
Johnson, Katherine Campbell	Davidson.
Jordan, Susie Spurgeon	Transylvania.
Joyner, Lois Elizabeth	Lenoir.

	<i>County.</i>
Lampley, Mary Elizabeth.....	Anson.
Lawrence, May Irene.....	Wake.
Lawrence, Olivia Norfleet.....	Halifax.
Leonard, Maggie Belle.....	Bladen.
Lewis, Bessie Beatrice.....	Gaston.
Lovill, Sarah Matilda.....	Surry.
Lynk, Lottie May.....	Harnett.
McIntosh, Ruby Florence.....	Richmond.
McBrayer, Annie Louise.....	Rutherford.
Morgan, Elizabeth Judson.....	Buncombe.
Myers, Floy Clelia.....	Union.
Muse, Jewell Royster.....	Moore.
Norman, Lottie Louise.....	Mecklenburg.
Osborne, Katherine Elura.....	Haywood.
Page, Minnie Evangeline.....	Durham.
Parker, Esther Janet.....	Stanly.
Perry, Goldie Virginia.....	Chowan.
Perry, Mattie Susan.....	Pasquotank.
Perry, Verneena.....	Pasquotank.
Pickett, Blanche.....	Guilford.
Pitman, Margaret Ruth.....	Robeson.
Powell, Matilda Florence.....	Wake.
Redford, Bertie.....	Wake.
Rosy, Julia Margaret.....	Moore.
Rosser, Estelle Daisy.....	Halifax.
Sawyer, Florence Belle.....	Camden.
Shearin, Ethel Irene.....	Nash.
Smith, Maria Louise.....	Lenoir.
Tillotson, Vallie Candies.....	Vance.
Upchurch, Maude Lee.....	Wake.
Vann, Eddie May.....	Hertford.

	<i>County.</i>
Vann, Dorothy McDowell.....	Wake.
Vaughan, Mabel Helen.....	Halifax.
Whaley, Ruth Belle.....	Robeson.
Whittier, Esther.....	Catawba.
Williams, Ruth Cleveland.....	Virginia.
Williams, Ethel	Robeson.
Williamson, Pearl	Columbus.
Winston, Lillian DeVere.....	Wake.
Woodall, Jessie Virginia.....	Wake.
Yougene, Mary Amelia.....	Alabama.
Young, Lillian Russell.....	Wake.

Students in Grades I to VIII

Barber, Joseph Marshall.....	Raleigh.
Barker, Margaret	Raleigh.
Blackwell, Dovie Ann.....	Raleigh.
Booker, Lynda Mildred.....	Raleigh.
Broughton, Earl Edgar.....	Raleigh.
Curtice, Sanger Cooper.....	Raleigh.
Dockery, Claudius	Raleigh.
Dunn, Wallace Stanhope.....	Raleigh.
Dunn, Robert	Raleigh.
Douglass, Marguerite	Raleigh.
Edwards, Lena Lee.....	Raleigh.
Ernhardt, Laura Maud.....	Raleigh.
Farrior, Hettie Pickett.....	Raleigh.
Farrior, Mary Frances.....	Raleigh.
Ferrell, Mary Lois.....	Raleigh.
Galloway, Margaret	Raleigh.
House, Lena Carr.....	Raleigh.
Hunter, Malvina Elizabeth.....	Raleigh.
Hunter, Margaret Eugenia.....	Raleigh.
Hunter, Rufus Adolphus.....	Raleigh.
Johnson, Arthur Taylor.....	Raleigh.
Johnson, Charlotte Elizabeth.....	Raleigh.
Johnson, James Foushee.....	Raleigh.
Johnson, Mary Lynch.....	Raleigh.
Johnston, Margaret Gaynelle.....	Raleigh.
King, Liell Colvin.....	Raleigh.
King, Vera Margaret	Raleigh.
Lynn, Mary Columbia	Raleigh.

Marshburn, Djalma	Raleigh.
Marshburn, Wanda	Raleigh.
Massey, Henry Haywood	Raleigh.
Medlin, Mary Woodward	Raleigh.
Moseley, Albert Meredith	Raleigh.
Myatt, Mildred Perry	Raleigh.
Myatt, Robert Lawson	Raleigh.
Norman, Margaret	Raleigh.
O'Quinn, Willie Myatt	Raleigh.
Penny, Allen	Raleigh.
Phillips, Robert	Raleigh.
Pritchett, Wade Bryan	Raleigh.
Ray, Catherine	Raleigh.
Reynolds, Lulie Snow Virginia	Raleigh.
Royster, Margaret	Raleigh.
Sanderford, John William	Raleigh.
Sears, Alfred	Raleigh.
Sears, Evelyn Davis	Raleigh.
Sears, Frances McKee	Raleigh.
Smith, Effie Rebecca	Raleigh.
Smith, Catherine Clark	Raleigh.
Spence, Lillian	Raleigh.
Spruill, Corydon Perry	Raleigh.
Stephenson, Gertrude	Raleigh.
Stone, Thelma	Raleigh.
Strickland, Maud Geneva	Raleigh.
Towler, Joseph Barber	Raleigh.
Tyree, Irene Owens	Raleigh.
Vann, Helen Elizabeth Rogers	Raleigh.
Waring, Lawrence	Raleigh.
Young, William Ellington	Raleigh.

Preparatory Elocution

	<i>County.</i>
Butler, Lela Floy.....	Sampson.
Carter, Mary Helen.....	Johnston.
Pitman, Margaret Ruth.....	Robeson.
Prevatt, Dovie	Robeson.
Prevatt, Edna	Robeson.
Strickland, Maude Geneva.....	Nash.
Wilkinson, Lillian Agnes.....	Beaufort.
Williams, Clyde	Duplin.

Preparatory Art

County.

Bennett, Agnes Louise	Vance.
Carter, Mary Helen.....	Johnston.
Douglass, Clarence	Wake.
Douglass, Margaret	Wake.
Farrior, Hettie	Wake.
Lawrence, Olivia Norfleet.....	Halifax.
Ray, Elizabeth	Madison.
Smith, Maria Louise.....	Lenoir.
Vann, Elizabeth.....	Wake.

Preparatory Music

	<i>County.</i>
Askew, Mary Louise.....	Hertford.
Aycock, John Lee.....	Wake.
Barker, Lillian	Robeson.
Beasley, Florence Crittenden.....	Bertie.
Boone, Nina	Guilford.
Boyd, Claude M.....	Wake.
Bradley, Mary	Wake.
Bray, Cornelia Jane.....	Surry.
Britt, Augusta	Robeson.
Britt, Mary Elizabeth.....	Wake.
Broughton, Minnie	Wake.
Burton, Carrie Eddie.....	Vance.
Burden, Pearl	Bertie.
Cain, Marietta	Bertie.
Carter, Mary Helen.....	Johnston.
Cashwell, Virginia Dare.....	Robeson.
Clark, Eugenia Graham.....	Wake.
Cullom, Ada Belle.....	Wake.
Cullom, Selma Lee.....	Wake.
Dewar, Gladys	Wake.
Ditmore, Lulie.....	Swain.
Dorsett, Alma	Chatham.
Dunlap, Callie Virginia.....	Chatham.
Dunn, Wallace	Wake.
Ellington, Bertha	Wake.
Elliott, Mary Alma.....	Washington.
Farrior, Minnie Bryan.....	Wake.
Ferrell, Mary Lois.....	Wake.

	<i>County.</i>
Fleming, Frances	Wake.
Flemming, Selma Pearl	Vance.
Fletcher, Bert	Virginia.
Futrell, Martha Louise	Halifax.
Galloway, Margaret	Surry.
Gardner, Mary Annie	Warren.
Gosney, Minnie	Wake.
Green, Claire Eloise	Montgomery.
Hancock, Katherine Gray	Halifax.
Harrell, Martha	Hertford.
Harrell, Revah	Bertie.
Hayes, Mabel Claire	Gates.
Henry, Bright	Anson.
Hester, Hallie Elizabeth	Polk.
Holding, Irma	Wake.
Holland, Alma Leoma	Cumberland.
Holloway, Bessie Adah	Wake.
Exum, Horton	Wake.
Howard, Lula Estelle	Sampson.
Hudson, Mary Pearl	Johnston.
Hufham, Bertha Ann	Columbus.
Humphrey, Annie Belle	Robeson.
Hunter, Lillie Belle	Wake.
Johnson, Caro Belle	Robeson.
Johnson, Catherine Campbell	Davidson.
Jordan, Mary	Wake.
Keith, Annie Faye	Pender.
Lawrence, Olivia	Halifax.
Leonard, Maggie Belle	Bladen.
Lewis, Bessie	Gaston.
Lovill, Sarah Matilda	Surry.

Preparatory Students.

113

County.

Martin, Joseph	Wake.
Massey, Winona	Johnston.
McBrayer, Annie Louise	Rutherford.
Medlin, Mary	Wake.
Moore, Lucy	Wake.
Morgan, Elizabeth Judson.....	Buncombe.
Myers, Floy Clelia	Union.
Norman, Lottie Louise	Mecklenburg.
Norman, Margaret	
Norwood, Lou Wilkins.....	Goldsboro, Wayne.
Olive, Lida May	Wake.
Osborne, Katherine Elma	Haywood.
Parker, Esther Janet	Stanly.
Parker, Lula	Wake.
Perry, Goldie Virginia	Pasquotank.
Pickett, Blanche	Guilford.
Pitman, Margaret	Robeson.
Powell, Matilda Florence	Wake.
Rosser, Estelle Daisy	Halifax.
Sawyer, Florence Belle	Camden.
Sears, Evie Davis	Wake.
Sheets, Marie Daniel	Stanly.
Smethurst, Mattie	Wake.
Smith, Maria Louise	Wayne.
Snyder, Vivian Mabel	Wake.
Stone, Lossie Belle	Wake.
Swindell, Emma	Wake.
Thacker, Elizabeth	Virginia.
Underwood, Mallie Gould	Sampson.
Upchurch, Linnie	Wake.
Upchurch, Zola	Wake.

	<i>County.</i>
Utley, Lizzie May	Johnston.
Vann, Dorothy McDowell	Wake.
Vaughan, Mabel	Halifax.
Wilkinson, Thomas	Wake.
Whaley, Ruth Belle	Robeson.
Wiggs, Estelle	Wake.
Willett, Ethel	New Bern, Craven.
Williams, Ethel	Robeson.
Yougene, Mary Amida	Alabama.
Young, Lillian Russell	Wake.

Children's Classes

Allen, Virginia	Wake.
Barker, Louise	Wake.
Cooper, Louise	Wake.
Edwards, Margaret	Wake.
Edwards, Sarah	Wake.
Gold, Margaret	Wake.
Gosney, Hilda	Wake.
Gowan, Olivia	Wake.
Harlan, Lavon	Wake.
Hunter, Elizabeth	Wake.
Hunter, Margaret	Wake.
Johnson, Margaret	Wake.
Jones, Penelope	Wake.
Kohler, Mildred	Wake.
Marshburn, Wanda	Wake.
Neal, Victoria	Wake.
Newsome, Margaret	Wake.
Norwood, Ruth	Wake.
Ray, Bessie	Wake.

County.

Ray, Clarice	Wake.
Ray, Lena	Wake.
Ray, Mary	Wake.
Riddick, Eliza	Wake.
Riddick, Lillian	Wake.
Rogers, Annie	Wake.
Royster, Margaret	Wake.
Sears, Frances	Wake.
Smith, Daisy	Wake.
Smith, Katherine	Wake.
Stephens, Katherine	Wake.
Timberlake, ——	Wake.
Tyree, Irene	Wake.
Wilkinson, Katherine	Wake.
Womble, Alberta	Wake.

NOTE.—For all boarding students, whether in the College or the Academy.

On September 13th and 14th a committee for Meredith College Young Women's Christian Association will meet all students at the Union Station and will conduct them to the College; parents, unless they prefer to do so, therefore need not feel that it is necessary for them to come to Raleigh with their daughters.

Each student should bring with her pillow cases, sheets, napkins, towels, a blanket or comfort, and such toilet articles as she may need. Each article to be laundered must be marked with indelible ink.

From November 1st to April 1st students will be required to wear either lined waists or undershirts with long sleeves; they must also wear heavy stockings, high shoes and a light weight wrap when leaving their residence buildings. Overshoes must be provided for rainy days.

SERIES 4

November, 1910

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1910-1911



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MEREDITH COLLEGE

NOVEMBER, 1910

Leading Associations and Boards for the Improvement of College Standards

During the past twenty-five years a number of associations have been organized for the purpose of promoting a better understanding and co-operation between secondary schools and colleges and for the purpose of establishing a uniform standard in college entrance requirements. The New England Association of Colleges and Preparatory Schools, the Association of Colleges and Preparatory Schools of the Middle States and Maryland, the North Central Association of Colleges and Secondary Schools, and the Association of Colleges and Preparatory Schools of the Southern States, together with such national organizations as the College Entrance Examination Board, the General Education Board, and the Carnegie Foundation for the Advancement of Teaching, have not only succeeded in making fourteen units the minimum admission requirement of a college, but they have also indicated what further technically constitutes a college. Hundreds of institutions, it is true, that are not even good secondary schools still bear the name *college*; but it is not too much to hope that before another quarter of a century closes our state legislatures will refuse to grant college charters to institutions that can not conform to the present minimum standard of a college, which may be briefly stated as follows: (1) an admission requirement of fourteen units representing four years of work above the eighth grade; (2) at least six professors giving their entire time to *college* work; (3) a course of

four full years of liberal arts and sciences; and (4) an endowment, libraries, laboratories, buildings, and equipment adequate to maintain a high standard of scholarship and efficiency.

The first organization for "the advancement of the cause of liberal education by the promotion of interests common to colleges and secondary schools" was the New England Association of Colleges and Preparatory Schools, which opened its membership to all colleges within its territory. But as nearly all of the seventeen institutions enrolled among its members at its organization in 1885 were of good standing, the main problem of the association was not so much the raising of college entrance requirements as the establishing of uniform requirements in specific subjects. The colleges of the Middle States followed quickly the example set by New England, and in 1887 formed the Association of Colleges and Preparatory Schools of the Middle States and Maryland, which has from the first had as its main object the considering of "the qualifications of candidates for admission to colleges and the methods of admission."

As the term *college* has been so much abused in the Middle West and in the South, the college associations representing these sections were forced to set certain definite membership requirements. The North Central Association of Colleges and Secondary Schools, for instance, considers no college eligible for membership whose admission requirements "represent less than fifteen units of secondary work, nor which confers the degree of doctor of philosophy or doctor of science except after a period of three years of graduate study, not less than two of which must be years of resident study."

And the Association of Colleges and Preparatory Schools of the Southern States has worked out even more detailed

regulations as to conditions of membership. The by-laws embodying these regulations are given below slightly condensed :

1. No college belonging to this Association shall maintain a preparatory school as a part of its college organization. In case such a school is maintained under the college charter, it must be kept rigidly distinct in students, faculty, and discipline.

2. Every college belonging to the Association shall seek to promote the development of high schools in every way, and to this end shall admit no students except those who have completed a reputable high school course. * * *

3. Candidates seeking full admission to college for any degree course in the literary department must offer fourteen units of work. Irregular students (which include all students not working for the A.B. degree) may be admitted to partial standing by offering ten units of preparatory work. * * * Conditions may not be so construed as to excuse students from offering at least ten units. * * *

4. Special students may be admitted to college without the usual form of examination under the following conditions: They must be of mature age (not less than twenty years is suggested); * * * they must give proof of adequate preparation for the course sought; * * * their names must be separately printed in the catalogue.

5. No preparatory school that confers degrees shall be eligible to membership in this Association. Any school seeking membership must have a curriculum of study amply sufficient to meet the fullest requirements of the Association for admission to college, and must have students regularly finishing such course of study each year.

In enforcing these by-laws on all institutions accepted into membership, the Association of Southern Colleges has done much towards carrying out its purpose, stated, thus, at its first meeting in 1895: first, to organize Southern schools and colleges for co-operation and mutual benefit; second, to elevate the standard of scholarship and to effect uniformity of entrance requirements; and third, to develop preparatory schools and cut off this work from the colleges. Up to the present time only twenty-one colleges and universities in the whole South have been found eligible for

membership in this association, and only three of these are colleges for women; and yet in North Carolina alone, eleven schools for girls call themselves colleges and confer the degree of bachelor of arts. The work of the Association of Southern Colleges is not yet finished!

Its next step, it is to be hoped, will be to influence the state legislatures to establish some standard in regard to granting charters. At present New York and Iowa are exceptional in that their legislatures have instituted definite regulations as to collegiate instruction. In these states all colleges and universities are by legislative power based upon a four-year high school system; and in Iowa the nominal colleges in existence before this action was taken are officially grouped as B and C according to how far they fall below the standard of the A colleges, which are the only ones recognized by the state as colleges of liberal arts. If every state would follow the example of New York and Iowa by setting a legislative standard for creating colleges, and by appointing a board to supervise all institutions claiming to be devoted to higher education, possibly the seemingly endless number of educational associations would not be necessary.

But under existing conditions real colleges in the different Southern and Western States may be forced to continue the organization of "protective state associations" against sham colleges. In Ohio, for instance, there are fifty-two institutions conferring college degrees; but only twenty-two of these are eligible for membership in the Ohio College Association. South Carolina has a similar association made up of its "*bona fide*" colleges for men. And the Virginia Association of Colleges and Schools for Girls has recommended a minimum standard for all institutions belonging to it. Every college association could at least do that much toward bringing about a uniform standard.

These state college-associations as well as the associations representing the four state groups already discussed are of course local organizations; but the College Entrance Examination Board, which met first in 1900, is an effective national agency "working toward uniformity in administration of entrance requirements. This Board not only publishes from time to time a statement of the ground which should be covered and of the aims which should be sought by secondary teaching, but it arranges for a uniform and impartial marking of all examination papers." The colleges belonging to this organization encourage all applicants for admission to take the Board examinations. Thus the freshman class at Harvard, Yale, Wellesley, Vassar, Johns Hopkins, etc., are made up, to a certain extent, of students who have stood identically the same examinations rated by "readers" who have no knowledge as to which college any particular candidate is planning to enter. To make admission standards absolutely uniform would no doubt be impossible even if a national College Entrance Certificate Board should attempt to supplement the work of the College Entrance Examination Board; but much has already been accomplished by this latter organization, which includes among the twenty-nine colleges making up its membership practically all of the best colleges in the East and some as far south as Baltimore and as far west as Cleveland. The Board, in fact, will accept any college which is able to fill its rather rigid admission requirements.

The work of the College Entrance Examination Board, though national in influence, has, however, naturally been limited to its one main object, the establishing of a uniform standard of estimating the admission requirements of colleges presumably of equal rank; but there are two other national organizations which have almost revolutionized

educational conditions in America, the General Education Board and the Carnegie Foundation for the Advancement of Teaching. The former, organized in 1902 for the purpose of "promoting education in the United States without distinction of race, sex, or creed," has the Rockefeller Fund of \$30,000,000 to devote to its high aim. And though the work of the General Education Board has been mainly for colleges in the Southern States, it has also promoted secondary and even agricultural instruction. A large part of its work, however, is still concentrated upon increasing the endowments of colleges already in existence. It does not confine itself to any particular class of institutions as does the Carnegie Foundation, but "co-operates sympathetically and helpfully with the religious denominations." Its main policy is "to choose the centers of wealth and population as the permanent pivots of an educational system, and to mass its funds on endowments, securing in this work the largest possible *local* co-operation." Thus before a college is pledged endowment aid it must undergo a thorough investigation as to its methods, its financial condition, and "strategic" position. Up to the present time the Board has paid out more than \$5,000,000 for the improvement of educational conditions, and the greater part of this has gone to Southern schools and colleges.

Two years after Rockefeller began giving his millions to establish the great educational bureau which has done so much for the cause of education in general, another philanthropist, Andrew Carnegie, conceived the idea of advancing the cause of higher education by providing "retiring pensions, without regard to race, sex, creed, or color, for the teachers of universities, colleges, and technical schools in the United States, the Dominion of Canada, and New Foundland, who by reason of long and meritorious service, or by reason of disability or other sufficient reason shall be

deemed entitled to the assistance and aid of this corporation." This method of advancing the cause of higher education is bringing about a phenomenal result; in the first place, the annual reports of the Carnegie Foundation are mines of information in regard to higher education, and they are slowly but surely, directly or indirectly, educating even the indifferent public in regard to proper college standards. The "Carnegie unit" has been adopted universally as the standard by which to measure the entrance requirements of any college in America. The sham colleges everywhere are being weighed in the balance and *shown to be wanting*. And even the state universities are seeking to live up to the Carnegie standard college, which demands much more than an entrance requirement of even fourteen Carnegie units.

Two other organizations which should not be omitted in an enumeration of associations trying to improve educational conditions are the Association of Collegiate Alumnae and the Southern Association of College Women. The main object of the former has been, since its organization in 1882, to increase the desire for college training among girls, and to keep the educational standard of women's colleges on the same plane as that of men's colleges. The Southern Association of College Women, formed in 1903, is really the Southern counterpart of the Association of Collegiate Alumnae with similar aims. On account of the peculiar conditions in the South, however, the Southern Association is still attempting to interest the public in the distinction between a real college and that educational hodgepodge, the Southern "college for women."

Some one has said that nowadays there is "an association for every opinion and a club for every emotion;" but from the preceding survey, it would seem that the heart of college associations and educational boards "beat but with a

single thought:" the standardizing of the American college, and the consequent development of its efficiency.

ELIZABETH AVERY COLTON.

NOTE.—The data in this paper is largely based on the Fourth Annual Report of the Carnegie Foundation for the Advancement of Teaching, and on articles in the *American College Magazine* for October, 1909, February and March, 1910.

Meredith College Endowment

In October the General Education Board voted fifty thousand dollars to Meredith College toward a permanent endowment conditioned on the raising of one hundred thousand dollars by the College. It is expected that the campaign for raising this amount will be started at the annual meeting of the Baptist State Convention in December.

As the Education Board had applications from colleges for amounts aggregating ten times the sum they had this year for distribution they show their confidence in the future of Meredith in that it was one of the institutions to which a grant was made.

Why Go to College?

The following extracts are taken from a paper by Alice Freeman Palmer, a former president of Wellesley College, found in a volume of most helpful essays on education, by Prof. George Herbert Palmer, called *The Teacher*. The extracts are used here by permission of the publishers, Houghton, Mifflin Company, Boston.

While it is not true that all girls should go to college any more than that all boys should go, it is nevertheless true that they should go in greater numbers than at present. They fail to go because they, their parents, and their teachers, do not see clearly the personal benefits distinct from the commercial value of a college training. I have seen girls change so much in college that I have wondered if their friends at home would know them,—the voice, the carriage, the unconscious manner, all telling a story of new tastes and habits

and loves and interests, that had wrought out in very truth a new creature.

Preeminently the college is a place of education. But seeking this first, a good many other things are added. The first of these is happiness. Everybody wants "a good time," especially every girl in her teens. A good time, it is true, does not always in these years mean what it will mean by and by, any more than the girl of eighteen plays with the doll which entranced the child of eight. It takes some time to discover that work is the best sort of play, and some people never discover it at all. But when mothers ask such questions as these: "How can I make my daughter happy?" "How can I give her the best society?" "How can she have a good time?" the answer in most cases is simple. Send her to college. In the college time new powers are sprouting, and intelligence, merriment, truthfulness, and generosity are more natural than the opposite qualities often become in later years. An exhilarating atmosphere pervades the place.

Yet a girl should go to college not merely to obtain four happy years, but to make a second gain, which is often overlooked, and is little understood even when perceived; I mean a gain in health. The steady, long-continued routine of mental work, physical exercise, recreation, and sleep, the simple and wholesome food, in place of irregular and unstudied diet, work out salvation for her. Instead of being left to go out of doors when she feels like it, the regular training of the gymnasium, the tennis court, the basket ball, the long walk among the woods in search of botanical or geological specimens,—all these and many more call to the busy student, until she realizes that they have their rightful place in every well-ordered day of every month.

Until a girl goes away from home to school or college, her friends are chiefly chosen for her by circumstances. But in college she realizes how much richer a world she lives in than she ever dreamed of at home. The wealth that lies in differences has dawned upon her vision. Here capacity of every kind counts for its full value. Here enthusiasm waits to make heroes of those who can lead. Here charming manners, noble character, amiable temper, scholarly power, find their full opportunity and inspire such friendships as are seldom made afterward. I have forgotten my chemistry, and my classical philology can not bear examination; but all round the world there are men and women at work, my intimates of college days, who have made the wide earth a friendly place to me. The basis of all valu-

able and enduring friendships is not accident or juxtaposition, but tastes, interests, habits, work, ambitions. It is for this reason that to college friendship clings a romance entirely its own.

To some people the shaping ideals of what character should be, often held unconsciously, come from the books they read; but to the majority they are given by the persons whom they most admire before they are twenty years old. The greatest thing any friend or teacher, either in school or college, can do for a student is to furnish him with a personal ideal. To come under the influence of one such teacher is enough to make college life worth while. A young man who came to Harvard with eighty cents in his pocket, and worked his way through, never a high scholar, and now in a business which looks very common place, told me the other day that he would not care to be alive if he had not gone to college. His face flushed as he explained how different his days would have been if he had not known two of his professors. "Do you use your college studies in your business?" I asked. "Oh, no!" he answered. "But I am another man in doing the business; and when the day's work is done I live another life because of my college experiences. The business and I are both better for it every day." How many a young girl has had her whole horizon extended by the changed ideals she gained in college! Yet this is largely because the associations and studies there are likely to give her permanent interests.

The old fairy story which charmed us in childhood ended with "And they were married and lived happy ever after." I have seen devoted and intelligent mothers arrange their young daughters' education and companionships precisely on this basis. They planned as if these pretty and charming girls were going to live only twenty or twenty-five years at the utmost, and had consequently no need of the wealthy interests that should round out the full grown woman's stature, making her younger in feeling at forty than at twenty, and more lovely and admired at eighty than at either. Emerson in writing of beauty declares that "the secret of ugliness consists not in irregular outline, but in being uninteresting. We love any forms, however ugly, from which great qualities shine."

Yet even if that which is the profession of woman *par excellence* be hers, how can she be perennially so interesting a companion to her husband and children as if she had keen personal tastes, long her own, and growing with her growth? Indeed, in that respect the condition of men is almost the same as that of women. It would be quite the same were it not for the fact that a man's business or

profession is generally in itself a means of growth, of education, of dignity. And that is the reason why men in the past, if they have been honorable men, have grown old better than women. Men usually retain their ability longer, their mental alertness and hospitality.

There are two reasons why women need to cultivate these large and abiding interests even more persistently than men. In the first place, they have more leisure. They are indeed the only leisured class in the country, the only large body of persons who are not called upon to win their daily bread in direct, wage-earning ways. More people, I am sure, are broken down nervously because they are bored, than because they are overworked; and more still go to pieces through fussiness, unwholesome living, worry over petty details, and the daily disappointments which result from small and superficial training. And then, besides the danger to health, there is the danger to character. I need not dwell on the undermining influence which men also feel when occupation is taken away and no absorbing private interest fills the vacancy. The vices of luxurious city life are perhaps hardly more destructive to character than is the slow deterioration of barren country life. Though the conditions in the two cases are exactly opposite, the trouble is often the same,—absence of noble interests. In the city restless idleness organizes amusement; in the country deadly dullness succeeds daily toil.

But there is a second reason why a girl should acquire for herself strong and worthy interests. The smallest village, the plainest home, give ample space for the resources of the trained college woman. And the reason why such homes and such villages are so often barren of grace and variety is just because these fine qualities have not ruled them. The higher graces of civilization halt among us; dainty and finished ways of living give place to common ways, while vulgar tastes, slatternly habits, clouds and despondency reign in the house. Little children under five years of age die in needless thousands because of the dull, unimaginative women on whom they depend. Such women have been satisfied with just getting along, instead of packing everything they do with brains, instead of studying the best possible way of doing everything small or large; for there is always a best way, whether of setting a table, of trimming a hat, or teaching a child to read.

What, then, are the interests which powerfully appeal to mind and heart, and so are fitted to become the strengthening companions of a woman's life? I shall mention only three, all of them such as are elaborately fostered by college life. The first is the love of great

literature. The chief reason why so many people do not know how to make comrades of such books is because they have come to them too late.

But there is a second invigorating interest to which college training introduces its student. I mean the study of nature, intimacy with the strange and beautiful world in which we live.

The third precious interest to be cultivated by the college student is an interest in people. The scholar of to-day is not a being who dwells apart in his cloister, the monk's successor; he is a leader of the thoughts and conduct of men.

But if life includes a love of books, of nature, of people, it will naturally turn to enlarged conceptions of religion. In his first sermon as Master of Balliol College, Dr. Jowett spoke of the college, "First as a place of education, secondly as a place of society, thirdly as a place of religion." He observed that "men of very great ability often fail in life because they are unable to play their part with effect. They are shy, awkward, self-conscious, deficient in manners, faults which are as ruinous as vices." The supreme end of college training, he said, "is usefulness in after life." That is the supreme test of life,—its consecrated serviceableness.

To the open-minded and ambitious boy or girl of moderate health, ability, self-control, and studiousness, a college course offers the most attractive, easy, and probable way of securing happiness and health, good friends and high ideals, permanent interests of a noble kind, and large capacity for usefulness in the world. It has been well said that the ability to see great things large and little things small is the final test of education. The foes of life, especially of women's lives, are caprice, wearisome incapacity, and petty judgments. From these oppressive foes we long to escape to the rule of right reason, where all things are possible, and life becomes a glory instead of a grind. No college, with the best teachers and collections in the world, can by its own power impart all this to any woman. But if one has set her face in that direction, where else can she find so many hands reached out to help, so many encouraging voices in the air, so many favoring influences filling the days and nights?

Reflections on the Education of Women

The closing paragraphs of an article which appeared in the *Columbia University Quarterly*, March, 1910, reprinted here by the courteous permission of the author, Professor W. P. Trent, a Southerner who has won distinction both as a teacher and as an author.

I look upon teaching as a sort of ministry and upon education as a form of religion. I can not see how any one can accept the Golden Rule and appreciate the benefits, mental, moral, and spiritual, that are bestowed by education without desiring to do what he can to share his privileges with others. Next to a pure and peaceful heart, what possession can compare with a trained and well-stored mind? And what sort of father is that man who does not do all he can to see that both these possessions fall to all his daughters as well as to all his sons?

I admit that sometimes I am tempted to wonder whether this ideal of education is really as widespread in this country as our educational activity would seem to indicate. We do tax ourselves in an extraordinary fashion to support our schools and universities, we do aim to be truly democratic in affording educational opportunities to both sexes and to every race and sect; we do do a stupendous amount of talking and writing about education; but whether we take all the pains we might to acquire a truly noble and catholic conception of what education really ought to mean is more than I can conscientiously affirm. I am afraid that in everything related to education we are tempted to make a shibboleth of the word "utility." I am becoming indignantly tired of hearing it said that the end of education is to render men serviceable. If the people who harp on the notion of service would analyze the term properly and would show that in order to make one's education really serviceable to others one must first consider carefully its serviceability in the widest sense to one's self, I should have no occasion to shake my gray and weary beard. But too frequently they do not do this. They talk as if the only really valuable education were the sort that enables one to do something large and conspicuous and strenuous, as if education were a kind of lever to be rested on the fulcrum of energy and used to lift the world. "What do we need in order to succeed?" is the question of the hour; but it is not a whit more important than that other question, "What do we mean by success?"

It seems to me that a truly catholic education ought to enable one to answer both these questions in a manner fairly satisfactory to one's self. No man should insist on being his brother's keeper in

such a matter. Some men would think their lives ruined if they had only the success—generally of a public and conspicuous sort—that others regard as the only kind worth striving for. Men's dispositions vary infinitely and life has infinite opportunities. An education that does not at every turn take account of these facts, and does not recognize that the practical and the useful, important though they are, do not constitute the be all and the end all of human existence is an education which a truly high-minded people will not impose upon its children. Conspicuous success in one's chosen occupation, if obtained at the sacrifice of one's own higher spirit and without the spiritual enriching of one's family and friends, is something to be avoided rather than sought after. There are limits to the gospel of utility which should be insistently pointed out to those who preach it. We are blithely breaking away from the classical traditions of culture without asking ourselves what the loss will be to our standards of excellence in thought and writing, and even in conduct. We are crowding our schools and colleges with studies the cultural effects of which are little understood and in which, granted that they are highly cultural, our young people can obtain only a smattering. "A mechanical monotony in the midst of a bewildering variety" might not be a bad formula to express the idea some old-fashioned persons have of modern education.

But a truce to these treasonable remarks. Education, for men and women alike, should mean the highest as well as the broadest and the most intensive training that experience can devise for the whole being within the limits set by age and health and circumstances of life and native faculty. It should be aristocratic as well as democratic. It should aim at usefulness to others and at the ennobling of the individual taught. If the education of women is to differ from that of men, I should like to see the element of the ennobling of character, especially through art and literature, particularly emphasized. For the woman is the mother who instils into her children the ideals that preserve and advance the race. She is also and she will continue to be, even though her sphere of activity should be greatly widened, the home-keeper, whose opportunities for culture are often greater than those of the money-earner. Let her education be such as to safeguard her from ennui, or frivolity, or restlessness. Give her the classics and the great modern literatures and the arts, or else sciences as she prefers, and see to it that the man is made through his education not merely a serviceable but an attractive person worthy both of public success and of private felicity.

—W. P. Trent.

Admission Requirements of Meredith College

As the admission requirements of Meredith College have been slightly changed since the publication of the catalogue in May, 1910, a large part of this bulletin is devoted to a detailed statement of our entrance requirements. This is done especially for the benefit of students who are preparing to enter Meredith College in September, 1911.

Students are admitted either (A) by certificate or (B) by examination.

A. By Certificate.

Meredith College accepts all certificates of work completed in high schools accredited by the University of North Carolina or from high schools in other States accredited by universities belonging to the Association of Colleges and Preparatory Schools of the Southern States. The College also accepts certificates from its own list of approved private and church schools. All students, however, are admitted on probation, and if their work is not satisfactory they are dropped from the freshman class.*

Students desiring to be admitted on certificate should send to the Dean, if possible before their graduation, for a blank certificate to be filled out and signed by the principal of the school they are attending. Candidates will find it much easier to attend to this before their schools break up for the summer. All certificates should be filed with the Dean not later than August first of the year in which the student wishes to enter.

No candidate will be admitted to the freshman class, except on examination, until such a certificate properly filled out and signed by the principal is presented to the College.

B. By Examination.

All students coming from schools not included under (A) must enter by examination. Students applying

*Such students may prepare for College in Meredith Academy.

for advanced standing must take at least one year's work in every subject in which they wish credit toward a degree or diploma, or else must be examined on such subjects.

Admission to the Freshman Class

For full admission to the freshman class a candidate must offer fourteen units of work. A unit represents four one-hour recitations or five forty-five minute recitations a week throughout a secondary school year.*

Every candidate for the A.B. degree must offer:

English	3	units.
History	2	units.
Latin	3	units.
French or German	1	unit.
Mathematics: { Algebra	1.5	units.
{ Geometry	1	unit.
Science	1.5	units.
Elective†	1	unit.
Total	14	units.

Conditioned Students

Students may be conditioned in three units of work. A condition in elementary German (one unit) or French (one unit) may be made up by work in college classes for beginners in these subjects. Other conditions must be made up by private study and instruction before the junior year.

Irregular Students

Students who wish to work for a diploma in music or in art will be admitted as irregular students if they are able to

*A satisfactory year's work cannot be accomplished in less than one hundred and twenty sixty-minute hours or their equivalent.

†An additional unit in any of the above subjects except English or history will be accepted.

offer ten units of work. They must offer three units in English and one and a half in mathematics. They will be allowed no conditions except in French or German, and they must take fifteen hours of work a week.

Special Students

Special students are admitted without examination under the following conditions: (1) They must be at least twenty years of age; (2) they must give proof of adequate preparation for the courses sought; (3) they must take fifteen hours of work a week.

Definitions and Requirements

ENGLISH (3 units)

COMPOSITION.

1. There should be practice in writing equivalent to weekly themes for the whole four years of the preparatory course. These weekly themes should average from 350 to 500 words and should be accompanied by definite outlines; the subjects for themes should not be drawn chiefly from books. When studying the paragraph, the student should be allowed to substitute daily paragraph-themes, based on experience, for the weekly theme. She must be able to spell, capitalize, and punctuate correctly. She will be expected to have a practical knowledge of the essentials of English grammar, including inflection, syntax, the use of phrases and clauses.

2. There should be systematic study of rhetoric made subservient to the work in composition. Particular attention should be given to the structure of the sentence, paragraph, and whole composition; to unity, emphasis and coherence; to good use in words; and to the analysis and outlining of essays. The following books are recommended:

FOR FIRST YEAR.—Sykes's *Elementary English Composition* (Scribner's Sons), or Baker and Abbott's *English Composition* (Henry Holt & Co.), or Scott and Denney's *Elementary English Composition, Revised* (Allyn and Bacon).

FOR SECOND YEAR.—Brooks and Hubbard's *Composition-Rhetoric*,

Part I (American Book Co.), or Scott and Denney's *Composition-Rhetoric* (Allyn and Bacon).

FOR THIRD YEAR.—Brooks and Hubbard's *Composition-Rhetoric*, Part II.

FOR FOURTH YEAR.—Study of various masterpieces from the point of view of structure, that is, in such a way as to review all the principles of composition.

LITERATURE.

A. *Reading and Practice.*

The candidate is required to present evidence of a general knowledge of the subject-matter, and to answer simple questions on the lives of authors.

*The books for 1911 must be selected from the following:

Group 1 (two to be selected).

Shakspeare's *As You Like It*, *Henry Fifth*, *Julius Cæsar*, *The Merchant of Venice*, *Twelfth Night*.

Group 2 (one to be selected).

Bacon's *Essays*; Bunyan's *Pilgrim's Progress*, Part I; *The Sir Roger de Coverly Papers in The Spectator*; Franklin's *Autobiography*.

Group 3 (one to be selected).

Chaucer's *Prologue*; Spenser's *Faerie Queene* (Book I); Pope's *The Rape of the Lock*; Goldsmith's *The Deserted Village*; Palgrave's *Golden Treasury* (First Series), Books 2 and 3, with especial attention to Dryden, Collins, Gray, Cowper, and Burns.

Group 4 (two to be selected).

Goldsmith's *The Vicar of Wakefield*; Scott's *Ivanhoe*; Scott's *Quentin Durward*; Hawthorne's *The House of Seven Gables*; Thackeray's *Henry Esmond*; Mrs. Gaskell's *Cranford*; Dickens's *A Tale of Two Cities*; George Eliot's *Silas Marner*; Blackmore's *Lorna Doone*.

Group 5 (two to be selected).

Irving's *Sketch Book*; Lamb's *Essays of Elia*; DeQuincey's

*See the selections recommended in the note at the close of group 6.

Joan of Arc and the *English Mail Coach*; Carlyle's *Heroes and Hero Worship*; Emerson's *Essays* (selected); Ruskin's *Sesame and Lilies*.

Group 6 (two to be selected).

Coleridge's *The Ancient Mariner*; Scott's *The Lady of the Lake*; Byron's *Mazeppa* and the *Prisoner of Chillon*; Palgrave's *Golden Treasury* (First Series), Book 4, with especial attention to Wordsworth, Keats, and Shelley; Macaulay's *Lays of Ancient Rome*; Poe's *Poems*; Lowell's *The Vision of Sir Launfal*; Arnold's *Sohrab and Rustum*; Longfellow's *The Courtship of Miles Standish*; Tennyson's *Gareth and Lynette*, *Launcelot and Elaine*, and *The Passing of Arthur*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Evelyn Hope*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *The Boy and the Angel*, *One Word More*, *Herve Riel*, *Pheidippides*.

NOTE.—The following selections are recommended: First year—*Pilgrim's Progress*, *Evangeline*, *The Courtship of Miles Standish*; second year—*The Sketch Book*, *The Vision of Sir Launfal*, *The Idylls of the King*, *Ivanhoe*; third year—*Julius Cæsar*, Poe's *Poems and Tales*, *The Lady of the Lake*, *Silas Marner*, *The Merchant of Venice*; fourth year—*Macbeth*, Macaulay's *Life of Johnson*, Milton's *Minor Poems*, Burke's *Speech on Conciliation with American*.. (Blakeley's *Outlines for Studies in English* (American Book Co.) will be suggestive to both teacher and student.)

B. *Study and Practice.*

Preparation for this part of the work includes thorough study of each of the works named below; a knowledge of the subject-matter, form, and structure. In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed works belong.

The books for 1909, 1910, 1911 are: Shakspeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro and Il Penseroso*; Burke's *Speech on Conciliation with America*, or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*.

HISTORY (2 units)

*The candidate may offer any two of the following units in history:

Ancient History to 800 A. D. (1 unit).

Mediæval and Modern European History (1 unit).

English History (1 unit).

American History, with the elements of Civil Government (1 unit).

NOTE.—These refer to the more recent high-school texts, examples of which are given below, and not to the grammar school histories.

ANCIENT HISTORY.

TEXT-BOOKS.†—Goodspeed, *History of the Ancient World* (Scribners); Morey, *Outlines of Ancient History* (American Book Co.); Myers, *Ancient History*, Revised Edition (Ginn); West, *Ancient World* (Allyn and Bacon); Wolfson, *Essentials in Ancient History* (American Book Co.); or an equivalent.

For supplementary reading and reference, work in some of the following is suggested: Botsford, *Story of Rome*; Cox, *General History of Greece* (Student Series); Fling, *Source Book of Greek History*; Munro, *Source Book of Roman History*; Pelham, *Outlines of Roman History*; Shuckburgh, *History of Rome*; and Ginn & Co.'s *Classical Atlas*, or Kiepert, *Classical Atlas*; Tozer's *Primer of Classical Geography*.

MEDIAEVAL AND MODERN HISTORY.

TEXT-BOOKS.†—Bourne, *Mediæval and Modern History* (Longmans); Harding, *Essentials in Mediæval and Modern History* (American Book Co.); Myers, *Mediæval and Modern History*, Revised Edition (Ginn); or an equivalent.

For supplementary reading and reference, work in some of the following is suggested; Adams, *Civilization During the Middle Ages*; Bemont and Monod, *Mediæval Europe*; Duruy, *History of the Middle Ages*; Fling, *Studies in European History*; Fyffe, *History of Modern Europe* (Popular Edition); Henderson, *Historical Documents*; Ogg, *Source Book of Mediæval History*; Robinson, *Readings in European History*; and Dow, *Atlas of European History*.

*All candidates are strongly advised to offer Ancient History as one unit and either English or American History as the other.

†Any one text-book of the group is accepted.

ENGLISH HISTORY.

TEXT-BOOKS.*—Cheyney, *A Short History of England* (Ginn & Co.); Walker, *Essentials in English History* (American Book Co.); Wrong, *History of the British Nation* (Appleton); or an equivalent.

For supplementary reading and reference, work in some of the following is suggested: Adams and Stephens, *Select Documents of English Constitutional History*; Beard, *Introduction to the English Historians*; Bright, *History of England*; Cheyney, *Readings in English History*; Colby, *Sources of English History*; "Epochs" Series; Gardiner, *Student's History of England*; Green, *Short History of the English People*; Kendall, *Source Book of English History*; and Gardiner, *School Atlas of English History*.

AMERICAN HISTORY.

TEXT-BOOKS.*—Adams and Trent, *History of the United States* (Allyn and Bacon); Ashley, *American History* (Macmillan); Hart, *Essentials in American History* (American Book Co.); Johnson, *High School History of the United States*, Revised Edition (Holt); McLaughlin, *History of the American Nation* (Appleton); James and Sanford's *Government in State and Nation* (Scribner); Schwinn and Stevenson, *Civil Government* (Lippincott); or an equivalent.

For supplementary reading and reference, work in some of the following is suggested: The "American History" Series; Channing, *History of the United States*; "Epochs of American History" Series; Hart, *American History Told by Contemporaries*; MacDonald, *Select Charters, Select Documents, and Select Statutes*; and McCoun, *Historical Geography of the United States*.

All candidates for credit in history should show evidence of considerable work done in addition to the text-book preparation. The text-book should contain not less than 500 pages, and the candidate should read such fuller authorities as may be available, in amount not less than 400 pages.

The following further exercises are recommended: Reading notes, in outline and abstract; written reports on subjects assigned the student; map-drawing.

The evidence of such work should be presented in the form of a loose-leaf note book containing all exercises prepared upon any of the

*Any one text-book of the group is accepted.

four history subjects, written in ink, arranged in the order of their assignment, and certified and approved by the teacher.

Teachers are urged to get a copy of the *Report of the Committee of Seven on the Teaching of History* (Macmillan, fifty cents); and of the *Hand Book for High School Teachers Containing Courses of Study for North Carolina*, from the office of the Superintendent of Public Instruction, Raleigh. *The History Teacher's Magazine* (McKinley Pub. Co., Philadelphia, one dollar a year) will be found invaluable.

Outline map books for each period and loose-leaf note books may be obtained from Atkinson, Mentzer & Grover, of Chicago, or map books from the McKinley Publishing Co. of Philadelphia. A syllabus, or printed outline, is helpful, makes the work definite, and saves time. Several good ones are already published.

In the text-book library of the Department of Education there are many of the texts referred to above.

The head of the department will be glad to send a copy of the directions used in written history lessons, tests, and note-book work to any teacher preparing students for the college.

LATIN (3 units)*

GRAMMAR.

A thorough knowledge of forms and the principles of syntax with special emphasis upon relative and conditional sentences, indirect discourse and all uses of the Subjunctive. Bennett's *Foundations of Latin*, Bennett's *Latin Grammar*, and Allen and Greenough's *Latin Grammar* are recommended.

PROSE COMPOSITION.

Ability to translate into Latin connected passages of idiomatic English of moderate difficulty based on Cæsar and Cicero. This will require one period a week during each year of preparation. Bennett's *Latin Writer and Latin Composition* are recommended.

READING.

Four books of Cæsar's *Gallic War* (Bennett). Six orations of Cicero including the four against Catiline (Bennett).

Training should be given from the beginning in reading Latin aloud according to the Roman method of pronunciation, with careful

*Six books of Virgil's *Æneid* may be offered as a fourth unit in Latin.

attention to vowel quantities, and in translating Latin from hearing as well as at sight from the printed page.

Teachers of Latin in preparatory schools are urged to insist upon the use of idiomatic English in translation.

It will require four years of careful study to make the needed preparation.

MODERN LANGUAGES (1 unit)*

The candidate must offer one unit in either French or German.

FRENCH.

Pupils must be prepared on Part I of Frazer and Squair's *French Grammar* (or its equivalent), the more common irregular verbs, and 150-200 pages of simple French reading.

This preparation will require at least one year's work.

GERMAN.

Pupils taking German must be prepared on Harris's *Lessons in German*, or its equivalent, and 150-200 pages of simple German reading.

This will require at least one year's work.

MATHEMATICS (2½ units)†

The preparation for the freshman class will require at least two and one-half years of careful study in the high school. This presupposes a thorough knowledge of practical arithmetic.

ALGEBRA (1 I-2 UNITS)

One and one-half years should be spent in this work, with four or five one-hour recitations each week. The fundamental principles of algebra as given in some good high school text-book should be thoroughly mastered, and facility and accuracy in the manipulation of algebraic expressions should be attained, as well as an understanding of the meanings of the various operations.

To Quadratics (1 unit).—The course should occupy not less than one hundred and twenty one-hour recitations, and should cover the four fundamental operations; formulas for multiplication; factoring,

*An additional unit in French or German may be offered as follows: in French, Frazer and Squair's *Grammar*, Part II, and the reading of 300 pages of modern prose; in German, Joynes-Meissner's *Grammar*, and the reading of 200 pages of literature in the form of easy stories and plays.

†An additional unit in Mathematics may be offered from the following: solid geometry, ½ unit; plane trigonometry, ½ unit; advanced algebra ½ unit.

including the highest common factor and the lowest common multiple; fractions, including complex fractions and ratio and proportion; simple equations, both numerical and literal, with one or more unknown quantities; problems depending on linear equations; radicals, including evolution of numbers and polynomials; exponents, fractional and negative.

Quadratics and Beyond ($\frac{1}{2}$ unit).—This course should occupy not less than sixty one-hour recitations. Quadratic equations, numerical and literal with one or more unknown quantities, and problems depending on them, formulas of the *Nth* term, with application; the progressions with application to problems.

PLANE GEOMETRY (1 UNIT)

The usual theorems and constructions of some good text-book. The solution of numerous original exercises. Application to the mensuration of plane surfaces.

SCIENCE ($1\frac{1}{2}$ units)*

PHYSIOLOGY AND HYGIENE (1-2 UNIT).

The candidate must be familiar with the general structure of the body, digestion, circulation, respiration and the nervous system.

TEXT.—Fitz's *Physiology and Hygiene*, or Martin's *The Human Body*, Briefer Course, fifth edition revised by G. W. Fitz, M.D.

PHYSICAL GEOGRAPHY (1 UNIT).

This course should include a detailed study of the land forms and physiographic factors. The course will require at least one year.

TEXT.—R. S. Tarr's *New Physical Geography*.

PHYSICS (1 UNIT).

One year's work, including the principles of mechanics, heat, electricity, sound and light. About one-third of the time is given to individual laboratory work, which is reported in carefully prepared note books.

TEXT.—Coleman's *Elements of Physics*.

*A candidate for admission to the freshman class must offer $1\frac{1}{2}$ units of science, and may offer as much as $2\frac{1}{2}$ units.

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MEREDITH COLLEGE

JANUARY, 1911

Historical Sketch of Meredith College.*

BY PRESIDENT VANN.

Probably no explorer has ever traced a river to its primal source; no more can one discover the secret springs of any great movement among men. The first word or deed that opened the way for its course through the world may be a matter of history, but the first conception, and how long it lay hidden in some human soul, is seldom revealed to the historian.

The idea of a college for women in North Carolina probably took shape in some mind soon after the organization of the Baptist State Convention in 1830, or even before. But the first public effort looking towards the launching of such an enterprise was made during the session of that body at Union Camp Ground, Rowan County, in 1835, when a committee was appointed consisting of John Armstrong, Thomas Meredith and William H. Merritt to report on "the expediency of establishing a female seminary." At that time there seems to have been no such institution in the United States, either secular or religious, with the possible exception of Lindenwood College, a Presbyterian institution at St. Louis, Mo., which opened in 1831, and Oxford College, Ohio, non-sectarian, which opened in 1830. The Moravians did indeed with characteristic intelligence and foresight open an academy for girls in Salem, North Carolina, and the Methodists of this State with equal wisdom had established a girls' college at Louisburg in 1802, and in 1832 they had opened another in LaGrange, Georgia. But the institution at Salem attempted nothing

*A revision of a "Historical Sketch of the Baptist University for Women," published in Bulletins of November, 1907, and January, 1908.

above high school work, and the two so-called colleges just mentioned do not appear to have exceeded that grade. So our fathers in moving for a "female seminary of high order" appear to have been pioneers in the higher education of women.

Of the committee mentioned above, Mr. Merritt was born in Chatham County in 1779, was ordained to the ministry in 1827, and took and held a place among the leaders of his denomination until his death, July 3, 1830. He was a wealthy man for the time, having given \$1,000 for the erection of a church at Chapel Hill, and \$2,000 to Wake Forest Institute. He was the grandfather of Dr. G. W. Purefoy, of Asheville.

Mr. Meredith was apparently born in Chester County, Pennsylvania, in 1795. His father was a staunch Episcopalian, while his mother was a Quakeress and a woman of exceptional mental ability and accomplishments. After graduating from the University of Pennsylvania in 1816, he came to Edenton about 1820 and devoted his life to the organization and development of the Baptist denomination in this State. A man of fine culture and remarkable native talent, he was for many years the recognized leader of his people.

Mr. Armstrong, who was born in Philadelphia and probably educated at the University of Pennsylvania, seems to have come to North Carolina about the same time as Meredith. He was also a fine scholar and a strong preacher, and was held by many to be the equal of Meredith. At this time he was professor in Wake Forest Institute.

The report submitted by these gentlemen and ordered appended to the minutes does not appear in the only copy of the minutes now extant, so that we do not know its purport. We only read that the "report was received and the committee discharged." But at the following session of the convention held in County Line Meeting-house,

Caswell County, the subject was revived, and a committee consisting of William Hooper, John Armstrong and Thomas Meredith reported that it was inexpedient to undertake the work on account of the pressing claims of the Wake Forest Institute, and because the undertaking to build another school would so far divide the contributions as to cripple both institutions. "At the same time, your committee deem it proper and seasonable to express their views on the great importance of female education, as well on account of the direct improvement of one-half of our species as on account of the indirect influence which well-educated women exert on the welfare of the whole community. They would, therefore, urge upon the Baptist public generally to avail themselves, so far as their circumstances will allow, of the facilities now in existence for cultivating the minds of their daughters, in order to raise up a generation of women who shall employ all that influence and control which are conceded to them in every civilized and Christian country."

Mr. Hooper, the chairman of this second committee, was a native of North Carolina and a grandson of William Hooper, one of the signers of the Declaration. After graduating from the university of our State, he was ordained an Episcopal clergyman, but subsequently changed his views on some points and united with the Baptists a short time before this meeting. He was for several years Professor of Ancient Languages at the University, and was afterwards President of Wake Forest, and still later was President of Chowan Baptist Female Institute, a vigorous and promising institution then recently opened and which subsequently drew students from nearly all over the South. For many years Dr. Hooper stood in the very front rank of scholars in North Carolina.

At the session of the Convention held in 1837 no reference was made to the matter, but it would seem that the

board (corresponding in the main to what is now our Board of Missions) took it up and appointed a committee on its own initiative, for at the following session of the Convention, held in Brown's Meeting-house, Sampson County, in 1838, we read the "the committee appointed by the Board" made another report "in regard to the establishment of a female seminary of high order." The names of the committee are not given, but since Thomas Meredith read the report as chairman, it may be presumed that he wrote it. After making an elaborate and cogent argument for the establishment of this institution, the report closed as follows:

"Your committee are aware that neither the Board nor the Convention has any constitutional power to act in this business. They have power, however, to give advice and to recommend measures, and this we trust will be done on the present occasion. Your committee would, therefore, recommend the adoption of the following resolutions:

"1. RESOLVED, That in the estimation of this Convention, it is expedient to institute a Female Seminary adapted to the existing wants of the denomination, and to be located in the city of Raleigh or at some eligible point in the adjoining country.

"2. RESOLVED, That immediate and effective measures be recommended for carrying into effect the aforesaid undertaking, and that the school be had in readiness for operation in one, or, at most, two years from the present date.

"3. RESOLVED, That the aforesaid school be modeled and conducted on strictly religious principles; but that it should be, as far as possible, free from sectarian influence.

"4. RESOLVED, That a committee of five be appointed for the purpose of carrying into effect the foregoing resolutions, and that they conform as far as possible to the principles of the foregoing report.

"All of which is respectfully submitted.

"T. MEREDITH, *Chairman.*"

But no further notice seems to have been taken of these resolutions, so far as appears in the minutes of the Convention; though it should be added that the minutes of the two following sessions, as we have them, are defective. Probably the Board of Managers disposed of the matter, as they seem to have appointed the committee, and dropped the enterprise for reasons satisfactory to themselves.

No other action of importance in this direction seems to have been taken by the Convention until its session at Greensboro in 1888, at which time Col. L. L. Polk offered the following resolution: "That a committee of nine, to-wit: W. R. Gwaltney, R. R. Overby, T. H. Pritchard, J. D. Hufham, R. T. Vann, N. B. Broughton, R. H. Marsh, A. G. McManaway and H. W. Battle be and are hereby appointed to consider the expediency and feasibility of establishing a Baptist Female University in this State.

"RESOLVED, That the committee be and is hereby authorized and empowered to ascertain the best available locality, and to make estimates as to the approximate cost of inaugurating such institution, and report the same to the next annual session of this Convention."

On motion, Brother Polk was added to the committee as chairman. This committee submitted its report to the next Convention, which was held in Henderson in 1889, at which time C. Durham "moved that the committee on the establishment of a female College be increased to twenty-five, and that these shall constitute a Board of Trustees to establish and govern such institution." Accordingly, the committee appointed for that purpose nominated the fourteen additional brethren, as follows: C. Durham, B. Cade, C. A. Rominger, J. W. Carter, G. W. Greene, W. C. Petty, E. K. Proctor, Jr., J. M. Currin, J. H. Lassiter, W. G. Upchurch, W. T. Fairecloth, R. P. Thomas, D. F. King, C. E. Taylor and J. L. White. These, with the gentlemen

mentioned above, constituted the first Board of Trustees of the University.

This body took its appointment seriously, and promptly entered upon the work committed to it. Not long after the Convention, it met, organized and appointed an Executive Committee, with headquarters in Raleigh, and took steps to secure a charter for the projected institution. This was granted by the next Legislature on February 27, 1891.

Bids were opened for the location of the University, and four towns of the State responded with tempting offers. The Trustees in their report to the Convention meeting in Shelby said: "After much investigation, discussion, reflection and prayer, we have decided to locate the school in Raleigh." This site was selected by them in spite of the fact that the amount of money offered by two other cities exceeded that put up by Raleigh. They were profoundly convinced that the Capital City was the natural home for such an institution, and they felt that they had rather locate it where it ought to be without money than place it where it ought not to be for any amount.

After selecting Raleigh, the question had to be settled as to whether they should select one of the beautiful sites offered without the city or one within, and the Trustees decided in favor of the latter location. Here again they felt that while land was much cheaper outside, the proper place for such an institution was in the heart of the city; and as they were building for the ages, they selected the most costly location and waited for time in which to acquire the amount of land that they desired.

Dr. Thomas E. Skinner was the first financial agent, having been elected to that position on April 23, 1890. Under his efforts enough subscriptions were soon taken to justify the purchase of the lot selected, which consisted of something over an acre on the square bounded by Edenton,

Person, Jones and Blount streets, and known as the Pullen property. The purchase price was \$14,100.

Reports were regularly submitted at the annual sessions of the Convention save that in 1891, when no reference was made to the institution; this body always gave the Trustees generous and sympathetic consideration. At two of the earlier sessions after the school was projected, G. W. Greene in 1890, and J. D. Hufham in 1893, offered resolutions expressing "pleasure at the report offered by the Trustees, urging this body to prosecute the work vigorously, and commending the enterprise to the sympathy and cooperation of the Baptists of the entire State." After valuable service for nine months, Dr. Skinner resigned the agency and was succeeded by J. B. Boone, afterwards the honored Manager of the Orphanage, who was elected on April 15, 1891. Mr. Boone pushed the work with his accustomed skill and vigor till April 13, 1892. On December 9, 1893, O. L. Stringfield, then pastor of Fayetteville Street Baptist Church, Raleigh, was elected agent, and at once entered upon his task with such zeal, faith and enthusiasm that he soon brought the Baptists of the State to believe in the importance and the speedy inauguration of the school.

But the panic of 1893 made collections meagre, and the work progressed slowly. The Board were able to report in 1894, however, that the lot had been paid for and a deed secured, and that the entire amount collected and expended to date was \$18,380.

But in spite of difficulties, the Board had voted on the same day when Mr. Stringfield was elected financial agent to open the institution in September, 1894, and had appointed a committee, consisting of W. L. Poteat, C. Durham and O. L. Stringfield to nominate a president. At a subsequent meeting, January 17, 1894, this committee nominated President John B. Brewer, of Chowan Baptist Institute, of Murfreesboro, reporting that they had made

“satisfactory arrangements” with Prof. Brewer to become president of the school.” The Board at once sought to rent the Adams property, but failing to secure satisfactory terms, appointed a committee to prepare and submit plans and specifications for the erection of a suitable college building on the site previously purchased. Lack of means, however, delayed the enterprise, and on April 10 of that year, Mr. Brewer declined the presidency that had been tendered him.

The work was pushed vigorously in spite of the hard times, and collections were taken in several conventions, ranging from \$900 subscribed at Greenville to \$4,700 subscribed in Oxford, and on April 9, 1895, the Board accepted the proposition of the North Carolina Car Company and authorized its Executive Committee to make a contract with that company for the erection of what is now the Main Building according to the plans submitted by the architect, Mr. Bauer, and work was begun on this building soon after that date with less than \$300 in the treasury.

On April 13, 1896, the Executive Committee reported that two stories of the proposed building had been reared. On the first of January that same year Rev. J. Hartwell Edwards had been elected to assist Mr. Stringfield in securing funds for the University, a work to which he devoted himself for a year or more.

At the session of the Convention held in Greenville in 1898, the Board of Trustees in special session decided to open the institution, if possible, in the fall of 1899, and appointed a committee, consisting of John E. Ray, A. M. Simms, W. L. Poteat, C. J. Hunter and R. T. Vann, to nominate a president. After careful consideration of a number of names, the committee recommended Mr. J. C. Blasingame, President of Hollbrook Normal College, Tennessee, who was elected first President of the University in the spring of 1899. A general outline of the studies to

be pursued in the institution had been submitted in 1891 by a committee consisting of G. W. Greene, R. H. Marsh, B. Cade and J. D. Hufham, to whom were subsequently added C. E. Taylor and H. W. Battle; but the course of study was worked into its present shape in the summer of 1899 by a committee with W. L. Poteat as chairman. Teachers were elected for the various schools, and in September of that year the institution opened its doors to students, with the following faculty: James C. Blasingame, M.A., Ped.D., President; J. L. Kesler, M.A., Natural Science; Mrs. Kate Hayes Kesler, M.A., History and Economics; Miss Delia Dixon, M.D., Physiology and Resident Physician; Miss Sadie T. Perry, Latin; Miss Ida Poteat, Art; L. D. Watson, A.B., Mathematics and Bursar; Mrs. H. E. Stone, English and Literature; Miss S. E. Young, Modern Languages; Miss Evalina K. Patten, M.A., Greek and Ethics; Henri Appy, Director of Music, Piano, Violin, Theory; Mrs. Henri Appy, Voice Culture and Sight-singing; Henry Gruhler, Piano; Mrs. Henry Gruhler, Voice Culture; Misses Julia Brewer and Lovie Lee Jones, Assistants in Piano; Miss Sophie Reynolds, M. L., Elocution and Expression; Miss Hattie Farrier, Stenography, Typewriting, and Bookkeeping; Mrs. Laura B. Watson, Matron; Mrs. Mary Seay, Housekeeper; Miss Lillian A. Eckloff, Principal of Academy.

At this opening and before a lesson was given, the Trustees were compelled to purchase another dormitory building to accommodate the overflow of boarding pupils, an occurrence without parallel, we think, in the history of education in the South, and showing a wide demand for such a school. The Trustees were fortunate in being able to secure a large and handsome brick building on the same square and containing twenty-six rooms. This was the same building which the Trustees had formerly sought to rent, known as the Adams Building.

On the 10th of April, 1900, President Blasingame resigned, and a committee consisting of John White, N. B. Broughton, J. W. Bailey, R. H. Marsh and J. Y. Joyner was appointed to nominate a successor. At a session of the Board, May 7th following, this committee nominated John E. White for president; but after considering the matter until June 5th, Mr. White reported that a conviction that he should not give up the mission work at that time, which was re-enforced by the advice of many wise brethren with whom he had conferred, compelled him to decline the presidency, and on the following day, R. T. Vann, then pastor at Scotland Neck, was elected to that position. Mr. Vann accepted and entered upon his new duties at once.

Early in the ensuing summer it became evident from the numerous applications for rooms that the school would not be able to accommodate all its boarding pupils, so that after careful deliberation, the Board decided to purchase another dwelling for dormitory purposes; and a little later in the same summer the still increasing number of applications forced them to buy yet another house.

By this time they found themselves seriously embarrassed. Urgent demands from the denomination for the speedy opening of the University had induced them to borrow money with which to finish the Main Building. This outlay, with the three purchases unexpectedly thrust upon them, entailed a debt of \$43,000. Meanwhile, about seventy-five girls had to be turned away for lack of room in September, 1901. Hon. W. T. Faircloth had left the school a legacy of \$23,000, but the Trustees did not feel like putting another building on ground that was already so heavily mortgaged. Under these circumstances, they appealed to the Convention and received, as they always had, a sympathetic hearing. At its session in Winston that year this body resolved to raise \$50,000 for the payment of

the debt on the institution, and also of smaller obligations on Chowan Baptist Female Institute and the mountain academies. Largely under the stirring eloquence of Governor Aycock, \$39,599 was pledged on the spot. But it was not until the first of February, 1904, that the last mortgage on the property was lifted.

It should be recorded to their undying honor that in all the long struggle to build and equip the institution and cancel its heavy debt, the Woman's Educational Union of the State, led by Miss Fannie E. S. Heck, and without fee or reward, bore a noble part and rendered invaluable services.

With the incumbrance removed, the Trustees at once set about the erection of a building in memory of Judge Faircloth. The foundation stone was laid in May, 1904, the address being delivered by Dr. P. S. Henson, and Faircloth Hall was ready for occupation the following fall.

At the meeting of the Board, April 10, 1901, the positions of Lady Principal and Nurse were created, Miss Eunice McDowell being elected to the former position, and Mrs. Octavia Norwood to the latter.

Feeling that the University was not in a position to offer what the Trustees considered a complete business course, the commercial department was abolished at the close of the session of 1908-09.

Almost from the beginning of this enterprise there had been some objection to the name "Baptist Female University," under which the first charter was granted, and so at a session of the Board held April 10, 1894, on motion of C. Durham, a committee of three was appointed to petition the Legislature to "change that title for such name as they should agree upon"; but nothing seems to have resulted from this action. At a meeting of the Board, May 16, 1894, however, the name was changed to "Baptist University for Women"; and on May 24, 1909, this in turn was

changed to Meredith College, in honor of Rev. Thomas Meredith, who founded the *Biblical Recorder*, was one of the organizers of the Baptist State Convention, helped to establish Wake Forest College, made the first strong plea for the establishment of a seminary of a high grade for women in or near Raleigh, and stood foremost amongst the leaders of our Baptist fathers in North Carolina until his death in his fifty-sixth year.

For ten years the institution, following the course of most women's colleges in the South, had made no distinction between preparatory students and college students, teaching them all alike through its regular professors. But last spring the faculty recommended that all preparatory work be done in an academy, which should be under the supervision of the college, and that the professors should devote themselves to college work. The Trustees adopted this recommendation, and the institution is now organized and conducted on this basis.

The growth of the college has been steady and rapid. Notwithstanding the threefold increase in its dormitory space, only four times at the opening of its sessions has it been able to furnish rooms for all who applied. Its chapel has had to be enlarged twice. Beginning with one building, two hundred and twenty students, twenty-one officers and teachers, scant musical and scientific equipment, no library, and a debt of \$43,000, it is able to report in eleven years six buildings, three hundred and ninety students, thirty-five officers and teachers, a library with 3,000 volumes, an equipment of \$15,000, a plant appraised at \$277,300 and an endowment of \$54,000: and a movement is now in progress for the raising of \$100,000 additional to meet an offer of \$50,000 from the General Education Board of New York, with the understanding that \$50,000 of the entire amount when raised may be appropriated to perma-

nent improvements and the rest shall be invested in an endowment fund.

The standard has been raised materially, and schools of Pedagogy and Bible, respectively, have been added to the courses of instruction. The total number of students matriculated, including the enrollment of the present session to date (February 7, 1911) is 2,139, and the average enrollment per session is 362.

This history of the school proclaims eloquently the zeal and sacrifices of our people, and gives promise of a still more blessed future for the institution.

Raleigh, N. C.

The Growth of Meredith College from the Standpoint of its Admission Requirements.

Elizabeth A. Colton, Chairman of the College Investigation Committee of the Southern Association of College Women.

In order to judge the standard of any educational institution, it is necessary, first, to know the kind and amount of preliminary work required for admission; for the most scholarly courses are comparatively valueless unless students are prepared by their previous training to comprehend them. Then, too, the name of the subject studied does not convey, as a rule, any definite idea of the grade of work unless one is familiar with the preparatory work already done in that subject. For instance, a course in United States History might imply seventh grade work, high school work, college work, or graduate work. Or to take another illustration, *Macbeth* is studied for six or eight weeks in the best high schools as one of the masterpieces required for entrance to college; it is again studied as a model tragedy in an outline course in the history of English literature, generally given in the sophomore year

of first-class colleges; it is included again in elective courses open to juniors and seniors; and a whole half term of graduate work at the University of Chicago is sometimes spent on this same play. And all that has been said in regard to courses in *Macbeth* applies equally to the study of Browning, whose shorter poems may now be offered for entrance to college. Consequently, in order to estimate the grade of work done in any course, it is absolutely necessary to know the amount of preparation required not only in that one subject, but in all other subjects as well. I have, therefore, made a comparative study of the entrance requirements of Meredith College since its first year, and, on the basis indicated above, I find that its entrance standard for 1911-1912 is exactly four times higher than it was at its opening in 1899. The table below shows the remarkable increase in the admission requirements of Meredith, and the consequent improved standard of the work done in the college.

ADMISSION REQUIREMENTS OF MEREDITH COLLEGE
SINCE ITS FOUNDATION.

	English	Latin	Math.	History	French or Ger.	Science	Elective	Total
1899-1900..	1.2	1.5	.8	..	..	..	..	3.5 units
1900-1901..	2.	2.	1.2	..	..	..	..	5.2 "
1901-1902..	2.	2.	1.2	..	..	..	..	5.2 "
1902-1903..	2.	2.	1.2	..	..	..	..	5.2 "
1903-1904..	2.	2.5	1.2	.5	..	..	..	6.2 "
1904-1905..	2.	2.5	1.2	1.	1	..	..	7.7 "
1905-1906..	2.	2.5	1.2	1.	1	..	..	7.7 "
1906-1907..	2.	2.5	1.5	1.	1	..	..	8. "
1907-1908..	2.	2.5	1.5	1.5	1	..	..	8.5 "
1908-1909..	3.	3.	2.5	2.	1	..	..	11.5 "
1909-1910..	3.	3.	2.5	2.	1	1.	..	12.5 "
1910-1911..	3.	3.	2.5	2.	1	1.	..	12.5 "
1911-1912..	3.	3.	2.5	2.	1	1.5	1	14. "

From the above table it may readily be seen, even by one unfamiliar with the Carnegie unit system of estimating secondary school work, that the entrance requirements of Meredith have been quadrupled since its first year. But possibly this might be more forcibly illustrated by comparing the exact requirements as stated in the first and last announcements.

ADMISSION REQUIREMENTS OF MEREDITH COLLEGE IN 1899-1900.

(First Annual Announcement, p. 11.)

English.—Analysis of the sentence; grammatical construction; composition of two hundred words; reading.

Latin.—Knowledge of forms, with marks of quantity; turning English into Latin; equivalent of two books of Caesar's Gallic War.

Mathematics.—Arithmetic; algebra to equations of second degree.

History.—History of the United States.

ADMISSION REQUIREMENTS OF MEREDITH COLLEGE FOR 1911-1912.

(Very much condensed from Bulletin, November, 1910, pp. 18-26.)

ENGLISH (3 units).

Composition and Rhetoric.—The study of rhetoric and the writing of weekly themes, alternating with daily themes, for three years above the eighth grade.

Literature.—The study of ten masterpieces selected from the six groups recommended by the National Conference on Uniform Entrance Requirements in English, for three years above the eighth grade. A fourth year should be devoted to the study of *Macbeth*, Milton's Minor Poems, Burke's *Speech on Conciliation with America*, and Carlyle's *Essay on Burns*.

HISTORY (2 units).

Two of the following units in history must be offered: Ancient History to 800 A. D. (1 unit), English History (1 unit), Mediæval and Modern History (1 unit), American History and Civil Government (1 unit).

History studied before the eighth grade will not be accepted. In addition to the use of a *high school* textbook, 400 pages in fuller

authorities must be reported on by notes taken in outline or abstract. Map-drawing and reports on assigned topics are also essential for preparation for college history courses.

LATIN (3 units).

Grammar.—A thorough knowledge of forms and principles of syntax—emphasis on relative and conditional sentences, indirect discourse, and uses of the subjunctive.

Prose Composition.—Translation into Latin of connected passages of idiomatic English based on Cæsar and Cicero.

Reading.—Cæsar's *Gallie War* (four books), Cicero, six orations, including the four against Catiline. (This preparation demands four years of careful study.)

MODERN LANGUAGES

French (1 unit) or German (1 unit).

French.—Frazer and Squair's *French Grammar*, or its equivalent; the reading of 150-200 pages of simple French.

German.—Harris' *Lessons in German*, or its equivalent; the reading of 150-200 pages of simple German.

MATHEMATICS (2.5 units).

Algebra to Quadratics.—The four fundamental operations; formulas; factoring, fractions, ratio and proportion, simple equations; radicals.

Algebra through Quadratics and Beyond.—Quadratic equations, formulas of the ninth term, progression.

Plane Geometry.—Bk. 1 to V, inclusive. Original exercises.

SCIENCE (1.5 units).

Physiology.—General structure of the body, digestion, circulation, respiration, and the nervous system. (Fitz's *Physiology and Hygiene*, or its equivalent.)

Physical Geography.—Land forms and physiographic factors. (Tarr's *New Physical Geography*.)

ELECTIVE (1 unit).

An additional unit must be offered from the following:

Physics.—The principles of mechanics, heat, electricity, sound, and light. Laboratory work recorded in note books.

Latin.—Six Books of Virgil's *Æneid*.

Mathematics.—Solid geometry (.5 unit), plane trigonometry (.5 unit), advanced algebra (.5 unit).

French or German.—Second-year grammar, and the reading of at least 300 pages in modern French prose or 200 pages of easy German in addition to amount read during first year.

(N. B.—A year's work, or a unit, in any subject represents five forty-five-minute periods, or four hour-periods a week for a year. *Schools with half-hour recitation periods* five times a week must take nearly two years to cover the amount represented by a unit.)

The subjects required for admission in 1899 are now taught either in the first and second years of Meredith Academy or in the seventh and eighth grades below the academy. But lest some one should be inclined to ridicule the low standard of Meredith College at its opening eleven years ago, I wish to call attention to the recent rather low standard of entrance requirements in several long established Southern institutions of more or less distinction. Until 1907, Washington and Lee University required only 5.5 units; Meredith has required more than that since 1902. Until 1907, the University of South Carolina required only 7.2 units; the admission requirements of Meredith have exceeded 7.2 units since 1903. The University of Virginia until 1907 required only 8.5 units; apparently, in 1906, Meredith College was only a half unit behind the famous university that has educated so many distinguished American statesmen. But was Meredith College five years ago of equal standing with the University of Virginia? By no means. Admission requirements are all important, but they are not all that is important in estimating the standing of a college.

In addition (1) to fourteen admission units, a college must have (2) *at least* six professors giving their entire time to college work; (3) a course of four years of liberal arts and sciences; and (4) *an endowment, libraries, labora-*

tories, buildings, and equipment adequate to maintain a high standard of scholarship and efficiency. Meredith is now ready to fulfill the first three requirements of a college; but an endowment is necessary for any institution that plans to keep its admission requirements high, to engage the best teachers, and to carry out a four years' course in liberal arts and sciences. With a sufficient endowment the necessary equipment in buildings, libraries and laboratories could be easily obtained; without an endowment, Meredith cannot maintain so high a standard of scholarship as that found in the best colleges. An endowment is considered of so much importance that the Commissioner of Education includes in Class A, no matter how high the curriculum, only colleges with adequate equipment and endowment. But an institution that has within a dozen years quadrupled its admission requirements and improved its curriculum proportionately, will surely appeal to all intelligent North Carolinians sufficiently to raise within the next three years at least a hundred thousand dollars towards a permanent endowment fund.

The Necessity for Endowments for Colleges.

BY G. W. PASCHAL.

Education in a modern college is costly. There are many educational institutions in this country that have an income of more than a million dollars a year—and they spend it all. In the not remote past, fees from students formed almost the entire income of the college; to-day, hardly a tithe of it. The reason for this difference is the different and better education offered in the modern college. The very best that can be had is not too good for our young men and women in their preparation for their life

work. For them must be provided suitable buildings, laboratories well supplied with the most approved apparatus, libraries with serviceable books, and most of all, teachers well equipped for their work. All these things cost money—much more than the students themselves can pay. Hence the necessity for endowments.

On looking at the matter a little more in detail, we find that the increased cost of modern college education is due to three causes. These are, *first*, the widening of the college curriculum to include subjects either not taught before or taught in a very elementary way; *second*, the equipment necessary for proper instruction in the new subjects and the expense connected with keeping this new equipment in repair; and, *third*, the increased cost of maintaining a proper teaching force. Let us consider these matters one by one.

At least twice as many subjects are taught in the modern college, with a curriculum as meager as possible, as in the old college. Latin, Greek, mathematics and moral philosophy were the principal subjects taught in the college of the days of our fathers. There were some subordinate studies taught by first one professor and then another as a kind of side work. Seven or eight teachers were an ample faculty. That was the good old simple college. We love its memory, but it is gone forever.

The first change was brought about by the demands of science for more room in the college curriculum. About the middle of the last century the zeal of scientific students was fired by such important matters as the discovery of the germ theory of life and the publication of Darwin's theories of the origin of the race, and in their enthusiasm they were declaring that the only education worth while was the scientific education, and that too, by the experimental or laboratory method. After giving the old course of study several severe elbow hunches in the ribs, they succeeded in

having a number of scientific subjects incorporated in the college curriculum. At the present day in the more wealthy institutions there will be found a regular swarm of scientific courses, while in the most modest, chemistry, physics and biology are provided for. In each of these subjects several classes are taught by one or more teachers and assistants, and for each is provided a laboratory with apparatus for experimental work by the students. Scientific laboratories are notoriously expensive, and apparatus is expensive, but both are indispensable in modern education. The result of it all is that by the mere addition of these scientific subjects the expense is twofold what it was in the old simple college.

But though the modern methods of teaching the sciences have added very much to the cost of collegiate education, along many other lines there have also been costly additions to the old college curriculum. There are now numerous courses offered in history, political economy, constitutional government, and sociology. Not so many years ago only a few of these were taught in many colleges, and when taught, were taught by a teacher whose principal work was some other subject. Now, one or more specially trained professors are required. The college curriculum has also been much enriched in recent years by numerous courses in English literature. And here again there must be additions to the faculty. The modern languages have recently been elevated to an equality with Latin and Greek, and again there is a consequent enlargement of the faculty. No Christian college can get along without some classes in the Bible. This again means more classes and more teaching to be done.

Closely connected with the extension of the college curriculum to three or four times its former scope is the increased equipment thereby rendered necessary. As we have said above, laboratories have to be provided for the

proper teaching of the sciences. For the other subjects there must at least be additional class-rooms. Again, the numerous courses in English literature and sociological subjects require a large and readily accessible number of books and periodicals. And these books must be kept up to the advances in thought. A view that is new to-day may be antiquated next year. So there must be constant additions to the college library, and there must be a trained librarian who, at a minute's notice, can furnish the inquiring student with the library's sources upon any matter.

Now, a part of this equipment, such as the buildings, may be said to be permanent, and therefore should be provided without any drain on the income of the college, but a very large part must be furnished year by year. New apparatus is constantly needed in the laboratories to take the place of that which has been worn out or broken, there is need of new furniture for the class-rooms with a distressing frequency, the list of desirable books grows larger year by year, and the cost of keeping the buildings in repair, insured against loss by fire, heated, lighted, and cared for, is very large. And besides, there are the gymnasium and the college infirmary—I had almost forgotten them—for the modern college undertakes to look after the physical wellbeing and the health of its students; and modern conveniences, water, steam-heat, electric lights—so many items of expense. They almost stagger us. But our boys and girls must have the very best opportunity to improve their time during the short period allotted for getting an education.

Changes in the character of the teaching force have also contributed to the increased cost of modern college education. In the days of old, many of the college professors were ministers of the gospel who supplemented the small salaries they received for their teaching by amounts paid them for the service of churches. Now, all this has changed.

College teaching has become highly specialized. The teacher has prepared to teach and to do nothing else, and to teach one or two subjects only. He devotes his time to this. He does not preach or have other means of earning additional income. He must be paid a living salary for his teaching. College teachers still get salaries that are notoriously small when compared with what their talents would command in other professions. And yet, it is evident that the cost is much more per man under the new conditions than under the old. And here is one item of increased expense that our colleges would do well not to seek to avoid, for if salaries get too low, men of the highest character and ability, to whom alone we should be willing to entrust the education of our young men and women, cannot be obtained.

From the foregoing considerations it is plain that modern college education is expensive. The question is, Who is going to foot the bill? Shall the college students do it? Well, if we are to rest on that basis, forty-nine out of every fifty now in college will have to get out, for not more than one college student in fifty is able to pay for the educational advantages that he is enjoying or ought to be enjoying. Clearly, if our young men and women are to have the proper college education somebody else must foot the bill. And endowment is the approved method. It provides a permanent source of income. The blessings of it affect its beneficiaries in no individual and degrading way as is the case with many benefactions; it has every possible safeguard against spoliation and loss in the excellent business ability and moral character of members of boards of trustees. And endowment, large endowment, is what the denominational college must have if it is to keep step with the progressive march of collegiate education. Without endowment the Christian college must fall behind in the race, and in so doing lose many of its students; for neither parents nor students will or ought to consider a college that does not

offer the best. With endowment, the Christian college will command a larger patronage in the future than it has in the past, for the church and its saints have not given up the fight for Christian education, and will not give it up until judgment be brought forth unto victory. And by giving our Christian colleges fitting endowments, we are going to keep collegiate education less expensive in them than in any other colleges, whether for young men or young women. Our denominational colleges are going to send out men and women who will do the world the very best of service, whether they be ministers of the gospel, teachers, authors, farmers, lawyers, physicians, workers in the local churches, or fathers and mothers, men and women who will justify to the world our claim that the very best education, whether viewed from the standpoint of the State, of the church, of society, or of the recipient, is education in a Christian college.

Endowment of Meredith College.

BY LIVINGSTON JOHNSON.

Eleven years ago last September, Meredith College began its career under both encouraging and discouraging conditions. The number of young women who sought admission the day its doors were opened was quite encouraging, and proved that there was a place for just such an institution. The Main Building was full to overflowing, and still the girls came. The Trustees felt that it would not be right to turn from the doors of this institution those who had "waited for its coming, in the darkness waited long," and to accommodate all who came it was necessary to purchase one additional building at once and two others the following summer. The money was borrowed to pay for these buildings, and this, added to the amount due on

the Main Building, made a total indebtedness of \$43,000. This heavy debt, fastened upon the institution at the very beginning of its career, was quite discouraging, and yet it was the very success of the college that created this condition. By special collections this debt was at length paid. Each year the girls came in larger numbers, and more room became a crying need. Judge W. T. Faircloth, Chief Justice of North Carolina, left a handsome bequest to the college, which was used in the erection of the commodious building which bears the name of the distinguished benefactor.

From time to time the teaching force has been enlarged, each additional member of the faculty adding to the expense. For several years the income from tuition and fees has not been sufficient to meet the current expenses, and a debt was created, which, though small at first, has been augmented from year to year, until it threatens to become embarrassing. In order to meet our running expenses, one of three courses is open to us:

1. We must lower our standard and get a cheaper grade of teachers, or
2. We must raise the price of tuition and fees, or
3. We must secure an endowment from which can be derived a sufficient income to meet the deficit each year.

The mere suggestion of lowering the standard and making Meredith a second-rate school would call forth a protest from all over the State. We have reached a standard that is a year in advance of any other college for women in the State, and we cannot afford to lower it. The Baptists of North Carolina, believing that our young women were entitled to as good advantages as our young men were enjoying, established Meredith College, and declared in so doing that it was to be an institution "of high grade." Thus far they have lived up to that declaration, and have led the State in this respect as they have in so many others. It can be

truthfully claimed that the high grade of Meredith has caused other schools to raise their standards, and thus others have been blessed. Shall we allow our college to drop back in its standard? Shall we surrender to others the leadership which Meredith has won and now holds? Surely such a thing is not to be thought of for a moment.

How about raising tuition? This must not be done if it can possibly be avoided. Already the competition between the State and denominational colleges is very embarrassing, because of the liberal appropriations made by the State to its higher institutions of learning. The Normal College offers free tuition to practically all its students, and board is given below cost. The amount appropriated to the Normal is nearly twice as much as the annual income of Meredith; and yet, our standard is a year higher than that of the Normal. Each session of the General Assembly increases the appropriations to the State schools. When Meredith opened its doors eleven years ago, the appropriation to the Normal was \$30,000, while the present annual appropriation is \$75,000 for maintenance and \$26,000 for permanent improvement, making the total amount annually received from the State over \$100,000. Is it just to compare the cost at Meredith with the cost at the Normal? And yet, despite the great advantage the Normal has in its large income from the State Treasury, the expense at Meredith is not much greater than at the Normal. This is true because rigid economy has been practiced and the college has been running below cost. While economy will still be practiced, we cannot longer run below cost. For several years the Trustees have considered ways and means for securing more income. As board, tuition and fees constitute our only sources of revenue, the one course that seemed opened to us was to raise the price of each, or all, of these. The high price of provisions forced the Trustees to add just a little to the price of board, but they made the

raise as small as possible. They have postponed raising tuition from year to year, in the hope that some way would open up whereby they might be saved the painful necessity of placing tuition any higher. If we keep the course up to its present high standard, and the prices down at the present figures, it is perfectly clear that we must have an endowment sufficient to produce an annual income of six or eight thousand dollars.

How is this endowment to be raised? This is the practical question by which we are confronted. The General Education Board has generously proposed to give us one dollar for every two we raise up to a hundred thousand dollars; that is, if we raise a hundred thousand they will give us fifty thousand, making a total of a hundred and fifty thousand dollars. This is the most liberal proposition the General Education Board has ever made the Baptists of this State. Wake Forest has just closed a campaign in which the Board gave one dollar for every three contributed by the friends of the college. The offer to Meredith is much more generous and should be met by a very hearty response on the part of our people.

It may be said, in this connection, that this proposition has "no string tied to it." Insinuations have been thrown out from certain quarters that gifts from such sources as the General Education Board are usually accompanied by conditions which make the school accepting their benefactions subservient to their benefactors. It would not be considered worth while to notice such baseless (not to say base) insinuations had they not been made so recently. As a trustee of Meredith, the writer has examined the conditions with great care, and found not one thing to which objection could be raised.

We made a fairly good start on the endowment at the Convention in Hendersonville. A little over a fourth of our part was subscribed. If the Convention had been held

at a central point, forty thousand instead of twenty-six thousand dollars could have been secured. How about the seventy-four thousand? That must be raised by a canvass of the churches.

An active agent will be put in the field immediately, but he cannot do this work alone, he must have the earnest support and hearty co-operation of the pastors and laymen who are especially interested in our college for women. This money will come in comparatively small amounts. There was one five thousand dollar pledge made at Hendersonville, a few one thousand dollar pledges, and from that down to ten dollars. Let us hope that we shall get one or two more five thousand dollar pledges and several one thousand dollar gifts; but if we succeed in doing this, it will still be true that the great bulk of the money must come in smaller amounts. Every church in North Carolina should have a part in this great movement. It will be impossible for the general agent to visit any considerable number of churches. If he should reach one church each day, he could only visit 365 out of the 2,000, as only a year is allowed for this canvass. The pastor of every church should appoint one of his most active members as agent for the Meredith Endowment, one whom he can depend on to make a thorough canvass of the entire membership, and secure, if possible, a pledge from each member.

Some may say that this is an unpropitious time to begin this work, as the collection of the Wake Forest endowment has just been finished. Did anyone ever know such a great movement as this to begin at a convenient time? If we wait for such time to begin any great undertaking we shall never begin, for we shall never find the right time. It is true we have just finished the Wake Forest campaign, but who among us is the poorer because of that? We are only taking pledges now, and no cash will be expected until the first of January, 1912. This will give us a whole year to recover from the shock (?) of the Wake Forest campaign.

Our people were never so able financially to do great things as they are to-day. The raising of a hundred thousand dollars now is not so great an undertaking as it would have been to raise ten thousand dollars fifty years ago. How easily we can raise this amount if we set about it in dead earnest.

Another objects to the many calls that come for contributions to different objects. Yes, there are many demands, but these are indications of our growth as a denomination. Each call is an opportunity for the highest service that we can render, an opportunity to link ourselves with God in the work of advancing His kingdom. That which we invest in material things is perishable, but the money we put into the work of the Lord will bring returns that will last through eternity. The walls of Meredith College may crumble, and its name may perish from the earth, but the work it is doing will last. Instead of considering it a sacrifice to aid in this endowment movement, we should rejoice that an opportunity is given us to "lay up treasures where moth and rust do not corrupt and where thieves do not break through nor steal." Every dollar put into the endowment of Meredith College is eternally safe, and will be felt in every department of our work through all the coming years.

Raleigh, N. C.

Meredith's Manifold Mission.

BY FANNIE E. S. HECK.

The first step to further agreement is to know how far we are already agreed. To begin, therefore, at the beginning, let us ask the question: Has Meredith a mission? Do young women in general and the young women of

North Carolina in particular need a college education? Note, the question is not "do they need some education or a public school education or even a high school education," but a college education. The general answer will doubtless be, "some do, and some do not." In this I heartily concur.

Being, then, agreed that there is a class of young women who need a college education, the question which naturally follows is, How large is the class of young women who need such an education—that is, something distinctly beyond what can be gotten in a high school, academy or any school of lesser grade? Evidently the answer must be approximate; but confining ourselves to North Carolina, for whose educational needs we are chiefly and deeply concerned, we can reach some conclusions of great interest.

Out of a population of 2,200,000, something more than 1,100,000 are women and girls. One can only guess at the number of these who have a right to ask at the hands of their parents a higher education.

We shall, I think, agree that every man who is giving, or can afford to give, his sons a college education can afford the same for his daughters. Indeed, it has been claimed that should a choice have to be made between the boys and girls, the girls should be chosen. Many have questioned whether, outside of the professions of teacher, lawyer and doctor, a college education helps a man. No one has questioned that in the relation in life in which men and women most influence the future of the world, that of parenthood, the education of the mother is a surer pledge for the education and uplift of the children, and, indeed, of the entire family, than the education of the father. Given a truly educated mother and an uneducated family is unthinkable.

We will, therefore, make our first approximation by saying that there are ten thousand girls in North Carolina whose parents should give them an opportunity to go

through college, that with widened minds they may enjoy the companionship of the great of all the past, may look out upon the universe around them with assenting faith and knowledge, may follow with intelligent interest the growing wisdom of the world, and, in a word, be so equipped in mind that in whatever vicissitude of life, whether rich or poor, whether sick or well, they may, until bereft of memory and reason, be by right of sympathetic understanding a member of that wide circle which truly compose the best society of the world by thinking nobly and disseminating noble thoughts.

Besides these ten thousand girls whose parents can and should delight to give them the best and most inalienable possession of a trained mind for the joy of its possession and as a precious legacy to their children's children, there is another large class who must struggle for the possession of what comes to the others almost as a right. These are the young women who expect to support themselves as teachers. At present there are 6,000 white women teaching in the public schools of North Carolina. The number will increase, and the grade of scholarship demanded will, and should, greatly advance. How can a woman teach these higher things not having herself been taught?

But, you say, they are largely teaching beginners. Do you not know that the present demand is for the best, the most highly educated teacher for the lowest grade, the college graduate for the kindergarten? The older pupil may find out the teacher's inefficiency and feed for himself in the realm of truth. The child is hopelessly at the teacher's mercy. Give him a wrong bent in mental methods, turn the natural joy of assimilating knowledge into the gall of cramming undigested facts, and you have—in nine cases out of ten—marked the child as a permanently uneducated unit in society. Like teacher, like child. She cannot hold up a higher ideal than she exemplifies. Her shallow educa-

tion is a promise that her pupils, unless they pass under broader influences, will be even below her standard of education and outlook. In a very real sense, "a little learning is a dangerous thing," because it makes others content with as little.

Unless from the lowest to the highest grade in our schools a college standard of education is held as the ideal, we can never hope, as a State, to stand equal with many of our sister States in point, either of universality or reality of education. If, to prove this, arguments were needed it would be necessary only to turn to Scotland—holding so large a place in the thought and literature of the English-speaking world. Is it so large, so rich, so independent, so overbearing, that it makes itself felt and feared by numbers, cannon, or money power? Put your hand over and blot out the thought-power of Scotland and see the world of thought shrink, threatened with dire calamity. And the source of this enrichment, as all the world knows, was the country school teacher's determination that some of his pupils should be college-bred. Undoubtedly, if North Carolina, with her 2,200,000 people, is to take her rightful place in leading and shaping the thought of the twentieth century, she needs college-bred public school teachers.

Of the teachers in private schools of higher grade we need hardly speak. All admit their need of the college-bred women, whom they eagerly seek. That North Carolina cannot now supply even this limited demand is evident from a casual glance at the catalogues of these schools, a large part of whose teachers are, and must of necessity be, gathered from other States.

Neither will we attempt to approximate the ever-increasing number of women who, to meet the demands of life as it now is, must earn a livelihood for themselves and who, by the possession of a higher education, might transmute the bare living of a department store clerk into the compe-

tency of a lawyer's assistant, a court stenographer, an expert accountant, a physician, or anyone of the occupations or professions calling to the women of to-day.

Taking it all in all, I believe it is well within the limit of truth to say that there are in North Carolina 20,000 girls of college age who should have a college education. Granted that they need it, can the demand be supplied? Not in North Carolina.

Judging by the standard of colleges belonging to the Association of Colleges of the Southern States, we find in North Carolina a number of schools for girls giving from one to two years of what may fairly be called college education, being above the grade of the high school, or academy, and one or two that carry pupils through three years of college work. But summing up all the students in all the women's colleges in the State in these higher grades last year, there were not five hundred girls taking even as much as one year of standard college work. Not a single school even offered a full four-year course. Meredith College stood practically alone in offering as much as three years of Northern college work and as much as three and a half years of Southern college work. As yet, not one single girl educated wholly in a North Carolina woman's college can look the college-bred girl of other States squarely in the eye and claim that her diploma carries the full stamp of four years of work of college grade, nor can she make her entrance into the Association of Collegiate Alumæ, or even into the Southern Association of College Women.

Meredith expects to be the first college to make such a statement impossible. Next year, according to the Southern standard, Meredith will offer a full four-years' college course. But since the statements made in the preceding paragraph are true, does not North Carolina need a far longer, stronger, better-equipped and fully endowed Meredith? First, the State needs such a college to set the stand-

ard for women's education; then having set the standard, she needs it to do a large and noble part in fulfilling the demands of the standard created. Denominational patriotism (to coin a phrase)—the love of a great denomination for a great State—should inspire the Baptists to equip and endow a college for women, whose very name shall be a synonym for all that is best in woman's education.

Such an ideal will not be reached at once. Meredith has come far in the short years of its existence. Ever its goal has urged it on. Now it stands hampered by want of endowment. Its fair beginning is but a hint of what an unhampered future might be. The effort to set it free for its larger work is on. Those who love Meredith best are those it has sheltered and taught; they will be unwilling to let others serve their Alma Mater and not come to her aid. The old pupils are not rich, but they are loyal. Ten thousand dollars is not too much to expect from them. Often when they cannot give largely themselves they can glean where others would not reap. One small group of girls have agreed to give, or raise, five hundred dollars. Their example may be followed by many others. The work is very great; its greatness calls for help both small and great.

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MEREDITH COLLEGE

MARCH, 1911

The Gospel of Wealth.

Substance of Address delivered on Founders' Day at Meredith College, February 9, 1911, at 11 A. M.,
by Edwin M. Poteat.

The next great generalization in the history of thought will be a definition of wealth. We have reached a generalization as to God; a generalization as to man; but we have not yet reached a generalization as to man in his relations to man in the control of the earth and its material resources. This latter is a theme of great importance and difficulty, and it is engaging serious minds everywhere. Socialism in its varied forms is symptomatic of this widespread interest. It proposes common ownership of all capital. Its propaganda makes progress, but only slow progress because the right of private property appears to most men as inalienable. Most people agree with a statement of Mr. Justice Brown of the United States Supreme Court, who said, "Whatever social readjustments the twentieth century may witness, the right of private property will not be invaded."

Take a few quotations as indicating the complexity of the subject and the variety of opinions held about it: Isaac Barrow, one of the greatest moralists of the English race, said: "Mine and thine are pestilential words." Blaise Pascal, one of the most penetrating minds in all history, said: "That dog in the street is mine; that area in the sun is mine; behold the beginning and the end of all usurpation." Did he mean to say that private property in a dog is a form of usurpation? Henry George contended that private property in land is wrong. Proudhon said:

"Property is theft." Ruskin hoped the time might come when England would cast all thought of "progressive wealth back to the barbaric ages from whence it came." He also raised a question whether it might not be better to call *wealth illth* as tending to our *ill-being* rather than to our *well-being*. Tolstoy reached the conclusion that "Money is in itself an evil." Psalm 24 says, "The earth is the Lord's!" Jesus said, "It is easier for a camel to go through the eye of a needle than for a rich man to enter the kingdom of heaven." He, however, recognizes the right of private property. Many of His sayings, and some of His parables, have their meaning only on the assumption of this right; as, for example, the Parable of the Talents; the Husbandman, etc. He did not question the right of private possession, but He did say, "A man's life consisteth not in the abundance of the things that he possesseth." Peter recognized Ananias' right to the land which he sold, and to the proceeds of the land. Paul tells Timothy that "They who desire to be rich fall into a temptation and a snare and many foolish and hurtful lusts, such as drown men in perdition and destruction." And he tells him "The love of money is the root of all kinds of evil."

These several statements brought thus together indicate the importance of the theme. The rapid and enormous increase of wealth in our day makes it imperative that teachers and preachers and publicists everywhere unite in the study of the subject and in instructing the people about it.

Let me offer a few reflections on these three points, viz.: the factors in the production of wealth; the perils of wealth; the right uses of wealth.

First. There are three factors in the production of wealth, and but three: God, society, and the individual. Every private fortune—large or small—has these three contributors. God's contribution embraces all the treasures and resources of the earth, air, wind, rain, the laws

of nature, all the special capacities of the individual, together with his health, and the general providence of his life.

Second. Society's contribution may be indicated if we imagine, say, Mr. Carnegie alone on a desert island, with all his millions; how much would they be worth to him? A meal of succulent roots would be worth more to him than five hundred millions of United States steel preferred stock. That is to say, wealth is wealth only through exchange. You want what I have and I want what you have, and we effect an exchange to our mutual advantage. But not only so. Observe how large a proportion of private wealth has been produced by the growth of community life. A man buys a piece of land and holds his hands for twelve months, and sells the land for one hundred per cent. profit. Did he make the money? How could he—holding his hands? No! Society made that money; and that is to say that society not only presents the opportunity of exchange, but also increases the value of all kinds of property. To put it definitely: Society creates wealth and it makes the wealth wealth!

Third. The third contributor to every private fortune is the individual; but when we have substracted God's contribution and society's contribution it is seen that the individual's contribution is very small indeed. He contributes far-sight and industry, and, in general, he makes use of God's gifts to him.

When we have thus analyzed the production of wealth we are prepared to understand the perils of wealth. It is extremely difficult for the man who is engaged in amassing wealth to realize how small a contribution he is making to what he calls *his success*. Accordingly, he will pass through the anxieties, the ambitions, and the absorption in the delights which his money can purchase, on to all the vices which attend on luxury. If, on the other hand, his character is of another type he will grow mean and sordid

and grasping, like the man who said to me once, "The more I have the meaner I feel." *Miser* needs only one letter added to make it *misery*! These are some of the perils to the individual, but there are larger perils to society.

In Fronde's Julius Cæsar, there is a picture of the Roman world at the beginning of the Christian Era, and a little later. "It was an age of material progress and material civilization. The rich were extravagant, for life had ceased to have practical interests, except for its material pleasures. The occupation of the higher classes was to obtain money with the liberty to spend it in idle enjoyment. The high society of Rome had become a society of beautiful animals with an enormous appetite for pleasure. Wealth poured in more and more, and luxury grew more unbounded. Palaces sprang up in the city, castles in the country, villas at pleasant places by the sea, and parks and fish ponds and game preserves and gardens and vast retinues of servants. Money! the cry was still Money! Money was the one thought from the highest Senator to the poorest wretch who sold his vote in the Comitia. For money, judges gave unjust decrees, and juries gave corrupt verdicts. Governors held their provinces for one, two or three years; they went out bankrupt from extravagance, they returned with millions for fresh riot." In such a time as that it needed no prophet to tell that Rome was on her way to ruin and that the destruction of the Eternal City was only a question of time. Byron has told the whole story in these lines:

"Here is the moral of all human tales,
'Tis but the same rehearsal of the past;
First freedom, then glory, when that fails,
Wealth, vice, corruption, barbarism at last.
And history, with all her volumes vast,
Hath but one page."

These perils to the individual and to society can only be averted by our learning to practice right principles as to the use of wealth.

Of course, we must have food and clothing and shelter, though we need to remember that the most influential lives in history were lived in independence of wealth. Jesus did not have a home, and in this some of the greatest of His servants have been like Him. It was Paul who said, "Having food and raiment, let us therewith be content." The wealthiest cannot eat more than one meal at a time, and as to clothing, one suit at a time is all they wear. Mr. Rockefeller has been quoted as saying that he was happiest when he was working at ten dollars a week. Personal expenditures in these ways and for family maintenance and education, together with provision for dependents and against old age, are imperative, and they cannot be disallowed in the most searching application of the most searching principles in this field. But when these have been covered, what next? The answer that most people give is to reinvest their surplus to make it larger. Or they say enjoy it having a good time, or build a fine house, go abroad, etc.!! If you put a question mark after such expenditures you are apt to get this reply: "'Tis mine, and may I not do what I please with my own?" Bishop Wilson will make reply to that: "No, unless you want to go to hell with him who fared sumptuously every day while a poor man starved to death at his gate!" This is the Bishop Wilson whose "Maxims" were edited with an introduction and notes by Matthew Arnold. Others say we will put our surplus in our will for the benefit of our children or for public institutions. To these two suggestions here are the words of Andrew Carnegie: "This is held to be the duty of the man of wealth, to set an example of modest, unostentatious living, shunning display or extravagance; to provide moderately for the legitimate wants of those dependent upon him, and after doing so to consider all surplus

wealth which comes to him simply as trust funds which he is called upon to administer and is strictly bound as a matter of duty to administer in the manner which in his judgment is best calculated to produce the most beneficial results for the community. There is no mode of disposing of surplus wealth creditably to thoughtful and earnest men save by using it year by year for the general good. The day already dawns when the man who dies leaving behind him millions of available wealth which was free for him to administer during life, will pass away unwept, unhonored and unsung, no matter to what use he leaves the dross which he cannot take with him. Of such as this the public verdict will be, the man who dies thus rich dies disgraced. Such, in my opinion, is the true gospel of wealth." Mr. Carnegie reaches this conclusion after a detailed discussion of the only other available methods of disposing of surplus wealth, viz.: leaving it to the families of the deceased, and bequeathing to public purposes. Of the first of these he says: "It is many years since I wrote in a rich lady's album, 'I should as soon leave to my son a curse as the Almighty Dollar!' And thoughtful men must admit that it is not the welfare of the children but family pride which inspires these legacies!" Of bequests for public purposes he says: "Many men are extolled for doing what they cannot help doing. Men who leave vast sums in this way may fairly be thought to be men who would not have left it at all had they been able to take it with them. There is no disgrace in their gifts."

These quotations I have taken from the book entitled "The Gospel of Wealth." Cardinal Manning comments upon that volume as follows: "Mr. Carnegie tells us plainly, *first*, that the accumulation of stagnant wealth to be bequeathed to heirs is a vain glory in the giver, and may be the ruin of the receiver; *secondly*, that the bequests of wealth to public charities when the man has gone out of life is an empty way of making a name for generosity;

thirdly, that to distribute all, beyond the reasonable and temperate reserves due to kindred and their welfare, during lifetime, with his own will and judgment and hand to works of public and private beneficence, is the highest and noblest use of wealth. This is the gospel, not according to capital, but according to the mind and life of the Founder of the Christian world. It is nothing new; it is no private opinion or exorbitant notion of a morbid prodigality, but the words of soberness and truth. If men so acted they would change the face of the world."

If people come generally to agree with Mr. Carnegie, that devising money to heirs is precarious and often unkind, and that bequeathing it to public uses is, at best, postponing one's usefulness until after one's death, so to speak, it will indeed change the face of the world. Surely no better field of investment can be found than in those institutions like Meredith College, which seek to serve all the people in the education of youth. And let us never forget the words of the poet of the Sierras, Joachin Miller:

"All you can hold in your cold dead hand
Is what you have given away!"

Order of Exercises.

PROCESSIONAL, 710—"Hail to the Brightness" . *Mason*

INVOCATION.

REV. ADIEL JARRETT MONCRIEF.

ANTHEM—"Sing, O Heavens" *Tours*

SCRIPTURE LESSON.

PRESIDENT VANN.

HYMN, 636—"A Mighty Fortress is Our God" . *Luther*

PRAYER.

REV. THOMAS WASHINGTON O'KELLY, D.D.

ANTHEM—"Jerusalem, O Turn Thee to the Lord"

Gounod

ADDRESS—"The Gospel of Wealth."

PRESIDENT EDWIN MCNEILL POTEAT, D.D.,
Furman University.COLLEGE HYMN, 935—"Alma Mater" *Vann*RECESSIONAL, 632—"Glorious Things of Thee" . *Haydn*

The social features of Founders' Day were the two receptions given.

The faculty received their friends from 4:30 to 6 in the afternoon, and the Student Government Association gave their annual reception from 8 to 11 in the evening. In the receiving line for the afternoon were President Vann and Miss Paschal, Speaker Dowd and Mrs. Dowd, of Charlotte; Mr. and Mrs. W. N. Jones, of Raleigh; President E. McN. Poteat, of Furman University; President W. L. Poteat, of Wake Forest, and Misses S. E. Young and Lucy Dickinson, of Meredith College.

The guests of the college at luncheon were President E. McN. Poteat, President W. L. Poteat, Mrs. W. O. Allen, Superintendent John E. Ray, Professor J. H. Highsmith and Mr. Gordon Poteat.

The use of Money.

From an Address by Dr. D. K. Pearsons, of Illinois.

I shall talk to you to-night in plain language. I am about to say some things that I have never before mentioned in the presence of an audience. In other words, I propose to be very frank, very plain.

My subject is, "What to Do With Money; How to Use it."

In order to illustrate my subject so that you may clearly understand it, I shall introduce several object-lessons. I am going to take you on a long journey to see places where we make use of money. I shall also bring in a little history incident to the places we are to visit. I shall be under the necessity of frequently using the pronoun "I." An old man, approaching fourscore years, has the right to make himself the hero of every story he tells. I am going to tell you what I have done, for a particular object, not because I am proud of it or vain about it, neither do I pose as a benevolent man. Remember that. I am a thrifty and frugal old man. I have labored nearly eighty years to make money, and I have made it, and honestly, too.

The statement may seem strange to you that I do not pose as a benevolent man. I have no benevolence in me, not a particle. I am the most economical, close-fisted man you ever put your eyes on. You can see it in my face—it is there. I do not think I ever foolishly spent twenty dollars in my life. I never went to a theater but once in my life, and then I was ashamed of myself. I never went to a horse race, or a football game, or a baseball game, over which our students all over the country are making such consummate fools of themselves, and by allowing which the presidents and faculties are making idiots of themselves.

I am doing all that I am doing on business principles. After working hard and practicing rigid economy for seventy years to lay up money, I said to myself: "What am I going to do with this? I cannot carry it out of the world in my dead hands. Coffins were not made to carry money in. I have got to leave it; that's the way to look at it. Now, what shall I do with it?"

I looked around Chicago, and helped to build a hospital; helped two theological seminaries with three or four hun-

dred thousand dollars; helped the Young Men's Christian Association and the city missionary society, and other institutions. But that did not satisfy me. I wanted to help the poor boys and girls of our country. I wanted to lay up something for them to live on while getting an education. I had been deprived of a college education through poverty, and I wanted to fix it so that these boys and girls, the sons and daughters of wage-earners, could have the privilege of a college close to them, so that they could get a liberal education.

For this purpose I turned my attention to sixteen different colleges. I did not start a single one, and I never will; we have enough of them. There are but two places in America where they have need of a college to-day—one is Montana and the other is Oklahoma, and sometime they will have them, too. We want to make the colleges we have better; give them endowment, so that they can enlarge their curriculum, pay their teachers, and meet the exigences of the time.

So I looked around, and traveled some, too. Mind you this was business, no benevolence in it at all. What shall I do with that money? Find places for it where it will elevate, where it will be used for God and humanity.

OLIVET COLLEGE.

Now I will take you on the journeys I have made. Let us begin right here in Michigan. I received a letter from President Sperry of Olivet College, twelve pages long. Sperry is a good fellow. What did he say? That letter was a declaration in equity; it was a regular "leader." It ran about as follows:

"You came into Michigan a few years ago, and bought 16,660 acres of timber land, and paid for it. You took that magnificent pine timber out of Michigan, and converted it into money, and you left nothing behind but the

bare white sand dunes, that will produce only such things as chokeberries. Timber will never grow there again. Now, in equity, return some of that money to Michigan."

I replied: "You raise \$75,000 in Michigan—you cannot go all over the world to raise it, but raise it here in Michigan—and I will give you \$25,000," and he said, "It is a bargain."

He was in my office the other day, and said he had it all except \$20,000.

Thus Olivet College is about to stand up \$100,000 better off; and with this endowment the efficiency of the college will be greatly increased. Nothing will give me more pleasure than to make out that check for \$25,000 for President Sperry.

BELOIT COLLEGE.

But before we start on our long journey, let me, by way of reminiscence, mention one incident from personal experience. In 1851 my wife and I took our first trip to the West. Our destination was Janesville, Wis. We passed through Michigan on a strap rail, and traveled to Elgin, Ill., which was the terminus of the railroad, and there we took a muck wagon to our destination, passing through Beloit. We traveled through cold and mud—rich mud, too,—but on reaching Beloit there was a river. Our horses had to swim the river, and we had to stand on the seats to get over. We stopped at a little wooden tavern to rest. Beloit was but a small hamlet then. When we started on for Janesville, one of those big, burly fellows who always get into a new country, climbed into the wagon for a ride.

As we drove along we saw a brick building going up, and I asked the man, "What are they doing there?" "Why, there are some 'Yankee cranks' building a college," he answered. That rather hit me. When they call me a Yankee, I take off my hat and bow; and when they call me an old Puritan, I make three bows. On the way to Janes-

ville that man cursed everything that was good, and I stood up for Christian education the best I knew how. When we got to Janesville, I shook my fist in his face, and said, "Old fellow, I am going West, and in a few years I am going to get rich, and when I do I am going to help lift up these colleges that these 'Yankee cranks' are building up." I had my eye on Beloit at that time.

Time went on, and my seventy years rolled by, and nine years ago I began. The first proposition I made to Beloit College was this: "I will give you \$100,000 if you will raise \$100,000." (I make everybody work a little, and that is the right way to do it). In six weeks they raised that \$100,000, and I had to draw my check. I was so well pleased, and the institution was such a grand character-building institution, that I went to work and built them a Science Hall, the finest in the West. It cost me \$60,000 in cash. But I wasn't quite satisfied with that, so the next year, seeing that the boys had to pay from \$3.50 to \$4.00 for their board, I built them a dormitory costing \$25,000. Now the boys can live on \$1.50 a week. I wasn't quite satisfied with that, for they were good fellows, so I said, "Look here; you haven't got quite money enough; you want more endowment, you want better professors. Now you raise \$150,000 and I will give you another \$50,000." So last commencement, President Eaton stepped in and said, "Here is \$150,000 in cash—not Kansas mortgages, no sand dunes, no swamp lands, but cash." So I gave him my check for \$50,000, and that closed that deal.

They established co-education, and that pleased me. They were going to have the girls come in, but they had no cage to put them in. I said, "Get to work and build the finest building you can for seventy-five girls, and be sure you get a good many Mary Lyons and Frances Willards among them." So I gave them \$30,000 for a beautiful dormitory, and it is now occupied by sixty-five young ladies.

That was a very pleasant thing to do, and I am rather proud of it. You needn't tell me I am a good fellow—I know I am.

Nine years ago there were about sixty students in Beloit College, and about one hundred in the academy; now they have more than eighty in the Freshman class, and more than two hundred each in the college and the academy. That is the difference between the situation then and now.

DRURY COLLEGE.

Now let us go down into Missouri. There is a college down there called Drury College, situated in Springfield, in the Ozark Mountains. Missouri was a slave State a few years ago, and they were not awake to the subject of education. They have waked up now. Drury College was started by a missionary named Drury from Olivet. They struggled along for a few years, in debt, begging, their teachers not paid, and all that. I said to them: "You raise \$150,000 for endowment (I make all do something) and I will add \$50,000 to that sum." They went to work, and raised it quite readily. Now the college is full to overflowing. So I told them the other day: "You go to work now and put up a college building. Build a good one, with some rooms for the sciences separate from the others. Build it to cost \$50,000. You put in \$25,000, and I will cover it with another \$25,000." The president is working on that proposition now.

COLORADO COLLEGE.

Now let us travel 1,000 miles to Colorado Springs. About thirty years ago I camped one summer with the Ute Indians, where there was nothing but a little hamlet. A missionary started an academy and college there, and he worked and dug and toiled, but they didn't get along well. By and by there came along the right fellow, a bright,

smart young fellow by the name of Slocum, and I had confidence in that young man. I believed that he could make the college worth something. I said to him, "Slocum, you raise \$150,000, and I will pay you \$50,000 down." He thought a while, and finally said he couldn't do it. There were rich men all around—twelve millionaires on one street in Colorado Springs! What are they saving their money for? Saving it to ruin their boys and girls, and carry them to destruction. I said to them, "Work three years, if necessary, to raise \$150,000."

They sent me a bound book, and in that book there were 1,000 names—the names of all the individuals who had contributed toward that \$150,000. I have it now; I always require such a list. And then I required from the three best business men of Colorado Springs evidence that they had raised the \$150,000 and had the money in hand. No getting around it. Everybody must come right up to the business mark. Now what have they? They have a crowd of students. They come three hundred miles with their packs on their backs from the mountains and the plains, and they crowd in there, eager for an education—and they get it.

PACIFIC UNIVERSITY.

Now let us go about six hundred miles farther. Let us go to the Pacific Coast, about twenty miles from Portland, to a place called Forest Grove, where George Atkinson, an old schoolmate of mine in Vermont, went fifty years ago. He traveled around by Cape Horn, and was six months in getting there. As soon as he was properly settled, he started an academy, and in a few years a college, and that has had the same trouble all the way through—in debt, teachers not paid, people sick of being begged for the college. I wrote to President McClelland and said, "In memory of George Atkinson, my old schoolmate, and in memory of Mr. Marsh, who was president for many years, and died

there, I will give you \$50,000 if you will raise \$100,000." They undertook to erect a college building, and they got it about so far and then stopped. I said, "How much money will it take to complete that building?" They replied, "\$15,000." I sent them a check for \$15,000, and they put that building in fine shape. They are about the happiest people on the face of the earth.

Now is not that a good way to use money? If you can find any better, I should like to have you tell me about it.

MT. HOLYOKE COLLEGE.

I am only going to speak of one more of the sixteen colleges in which I am personally interested. These are samples, and the rest are like them.

We are now to stop at a beautiful place, South Hadley, Mass. Here was founded the first female college ever erected in this country, one that has done more good and had a wider influence in the world than any other like institution under the sun. Holyoke has circled the globe with woman's colleges.

About a hundred years ago Mary Lyon was born in an obscure town in Western Massachusetts, of poor parents. Most men and women of worth and influence come from poor parents, from wage-earners, from poverty. Poverty is a blessing in disguise. Standing here to-day, I am thankful that I was born in poverty, and that I had to hustle, while the winds of adversity blew around me.

Mary Lyon's parents died and she was left alone. She then did housework for her brother, who lived on a farm. She spun and wove and made coverlets and sold them, and got enough to go to Ashfield Academy. That girl had visions, but was not visionary—not a bit of it. She saw through the mist and clouds that overhung the grandest country in the world, and the noblest people in the world. The mist was that a female should not be educated. I knew Mary Lyon; I saw her at work laying the foundation

of her magnificent institution. I once asked an old man why he did not help Mary Lyon. "Why," said the old man, "it is of no use sending girls to college, it will spoil them for servants; they won't be worth a cent for servants if they go to school."

That darkness, that mist, hung over New England like a pall, and Mary Lyon was the heroine who could look through it and see the stars beyond. This century has not produced another woman like Mary Lyon. There have been a great many women, but Mary Lyon stood far above them all. What did she want? She wanted an institution where the daughters of poor men could get an education on a very small amount of money. She went to work. She begged the lumber and brick. She went among the farmers. I was practicing medicine within five miles of her, and I used to meet her in her travels around, and sometimes she was disheartened, and although I was poor as Job's turkey then, I said to myself: "If I ever get anything ahead in the world, the first thing I take up will be such work as Mary Lyon is doing."

Mary Lyon was very kind to me. There were a good many Vermont girls at that school, and I used to go up there to console the girls for their absence from their native mountains, and she used to let me in every time, and I prized her very highly.

Mary Lyon is dead, but the college she founded still lives. They were without any endowment four years ago, and I wrote them, "I will give you \$50,000 if you will raise \$150,000," and they went to work and got half of it. Two years ago last September that building that Mary Lyon built to accommodate four hundred girls took fire and burned down, turning the girls into the street. Out of those four hundred girls only five went home. The farmers and the people there said, "We will take care of you," and they kept the school intact.

The building was consumed, and while its embers were

still red-hot I telegraphed to Williston: "Fifty thousand dollars to build up Mount Holyoke." What a turn that was! They had sunk into despair and despondency, when all at once light flashed upon them. That was the old institution founded by Mary Lyon, and it has risen again. Now Holyoke has one of the finest dormitories in the country, and the most magnificent administration building as a memorial of Mary Lyon. I got a letter to-day from the treasurer, saying, "We are now going to have, in addition to the building, a new gymnasium." At the last commencement I sent my check, and they have now \$200,000, thus completing the endowment. They are going to be the best and the grandest institution in this country.

I have tried to illustrate my subject, "What to do with money." I have given you a few pages of personal history to show you what one man of long experience believes is the right way to use money. I have faith in this method of doing good. I shall continue to prove my faith by my works. I hope many will do likewise. This is my text:

"The lights of liberty, religion and education are kindred fires, kindled at the same celestial altar, nurtured by the same ethereal element; together they were born, and together they must expire. The sacrilegious hand that would extinguish the one must quench the more than Promethean heat of the other. Our fathers caught these blended lights from the skies. Long did they watch their rising, their widening, their brightening. Long may it be our happy lot to walk in the beams of their effulgence, till the night of time shall settle upon the world, and the lights of liberty and religion and education are lost in the blaze of eternity."

Meredith's Opportunity.

MARY SHANNON SMITH, *Professor of Education.*

[To those who do not know of the present work for endowment, we would say that the General Education Board has offered to give Meredith College fifty thousand dollars if the college will raise one hundred thousand dollars more. It is planned to invest one hundred thousand of this as a general fund and to use the income for current expenses. The other fifty thousand dollars would be used for permanent improvements. The following paper is not written to show all that can be accomplished with this sum, but rather to show the far larger amounts that will be needed to make Meredith one of the leading colleges for women in the country. —M. S. S.]

The MEREDITH COLLEGE BULLETIN for January told of the history of the college; its growth in standard; its great need of an adequate endowment; and of its manifold mission. This article is to be a brief statement of the present needs of the college and of its ideals for the future.

But before discussing the enlargement of the college we must mention two "necessities" that we should have at the beginning of our next session in September, 1911. The first is the endowment fund for which we are now working and which we need at once, so that we may have the use of the income for general expenses. As it has always been our policy to keep the charges to students at cost, it happens that if any year there are fewer students, or if for various causes some drop out, we face a deficit, because the general expenses of maintaining the plant—as insurance, repairs, salaries, and various obligations—are as large as ever. The second necessity is a trained secretary. In these days of rapid change and progress, methods improve each year. To stand still is to fall behind. There is even a magazine called *System* to keep business men in touch with simpler and more efficient ways of doing things. Meredith needs, then, a trained college secretary to take

charge of the numberless details connected with the administrative work. At present this falls heavily on those already overburdened with their regular cares.

As the foundation for growth we must have more land—for buildings, for tennis and basket-ball courts, and for a campus of dignity and beauty. This problem seems more difficult from our situation in the center of Raleigh, but we have already received advantages from our position, and will receive more with every improvement in the city. In addition to their regular work the students have the opportunity to attend some of the strongest churches in North Carolina; to become familiar with the best methods of Sunday-school and other church work; to use the State and city libraries besides that of the college; to visit the State Museum and Hall of History; to attend the inauguration of the Governor and the sessions of the Legislature and so learn how laws are made; and to attend the yearly meetings of the State Literary and Historical Association, various concerts and lectures, addresses by prominent men of Raleigh, and important meetings or conventions held in the city—in a word, the students are brought into relation with the most important activities of the State which naturally center in the capital.

If Meredith is to maintain her leadership of institutions for women in North Carolina, and if she is to take her rightful place as one of the important colleges for women in the country, she must have various new buildings. Each one of these should be carefully constructed, plain and simple in line, but strong, solid, and durable. Such work calls for walls of brick or stone with steel, iron and hard-wood for the interiors, and this will prove economy by its durability.

We cannot largely increase in attendance until we have more dormitories. From a generation of experience in women's colleges the group system, or cottage plan of halls, has been found best, as it offers to students a more normal,

homelike life and is not so wearing on the nerves. Each one should accommodate from thirty to sixty students and have its own house-mother, who would have charge of the house and direct its daily and social life. Then, too, the plan of a generation ago, where two, three and four girls were put in one room, is being rapidly superseded by single sleeping rooms or suites of two or three separate bed-rooms with a connecting study. Such residence halls are one of the greatest needs of Meredith. Each dormitory should have two large parlors where the students could meet informally after lunch or dinner, and also where they could receive their friends. The teachers, too, need a faculty parlor or, as is done in some institutions, each professor should have her own suite of sleeping room, bath and study. The kitchens should be of the most sanitary construction with floors and wainscoting of tile or some substance other than wood—something that can be kept perfectly clean with the least expenditure of labor. Following the universal building tendency of the last ten years, the baths and laboratories should be more numerous. Some system of bells and telephones in each room, or at least in each corridor, would simplify maid service.

Perhaps no small outlay of money would add more to the homelike atmosphere than a room where all trunks could be kept during term time. The first thing we eliminate at home is our trunk. Why, at college, should it be kept in the room or hall! True, we should require larger closets—but why not build them! At college, a girl should learn how to live, not only mentally but scientifically and artistically—with her whole being.

One of the present admirable features of Meredith is the boarding club, where the girls do their own cooking and serving. No student gives more than from thirty to forty-five minutes daily to this work, and yet each club girl saves from fifty to fifty-five dollars a year on her college expenses. With the facilities now at hand it is remarkable

what has been done, but the club needs a dormitory with all the modern equipments for lightening and improving housework. This is for two reasons: first, that the work may be done as easily and healthfully as possible; and, secondly, that the girls may carry these methods to their own homes. There is no more practical problem for women than that of domestic service when efficient labor is so scarce.

Everywhere to-day one hears of health; the prevention rather than the cure of disease. Certainly no college is well equipped that does not have a gymnasium thoroughly furnished; large enough for the student-body, and built to last. Few women who are not well lead happy or useful lives. How short-sighted is any institution that puts most of its emphasis on the mental growth. We have at present a good gymnasium court that may be used in pleasant weather, but at other times the physical work is taken indoors where the rooms are not adapted for it, so that it is difficult to get the best results.

While we plan for health, no institution is complete that does not provide for sickness. Here again it is surprising what has been done with the present facilities, but we urgently need a separate building for an infirmary.

We need, too, a laundry where all the work of the college and students may be done at cost and in a sanitary manner. A separate lighting plant would also prove a good investment.

The next academic problem is how to secure funds for a separate building and dormitory for Meredith Academy. In the present condition of education in the State many of our students come without adequate preparation for college work. For these to attempt what they are not ready for is discouraging to them while it also holds back those in the class who are prepared. There are usually one or more good preparatory schools near every college. Often students who come from a distance, thinking they can do college

work, find that they need another year of preparation which they take in such institutions. These schools are seldom under the control of the college and are entirely distinct from it, though often but a short distance away.

In life, if given time, we pass through all the human stages from infancy to old age. Each period is distinct and has its own interests and charm. When we occasionally meet some serious-faced child who is carrying the responsibilities that belong to maturity, or when we see a woman who has never gained poise and self-control, who never assumes care and who is coddled and tended through life, when these things appear we are struck by their incongruity. So in education, what is natural at one period is wholly out of place at another. For a girl to be in college when neither her mind nor powers are ready for it is a misfit. She is not fitted, either, for the greater freedom of self-government that belongs normally with college life, and she is apt to need careful direction in all details. For such girls to be indiscriminately mixed in buildings with college students is a distinct loss both to the Academy and the College. Not that the College is better than the Academy or the Academy than the College, but they represent distinct stages of growth, for an academy is one thing and a college another. We need, then, a separate building for Meredith Academy—near the College but distinct from it—where the girls may have their own life which would be dignified by the separation.

Everyone who knows anything of Meredith is aware of the splendid work which is being done in music. It is doubtful whether there is a stronger school of music in the South or many better ones in the country. Certainly an art that does so much for the ennobling and enriching of life should have its own building adapted to its needs, with an auditorium for recitals and concerts.

One of the most important questions of any investigator of college standards is in regard to library facilities. Here

again the College has done well with what it had—starting in 1899 with none! Our library now contains over thirty-two hundred volumes well classified, and with little worthless material, as the books in each department are chosen by the head professor. Yet our present number would be considered hardly more than enough for a good modern high school. As a college, we need a separate fireproof library with reading-rooms and stack-room for at least fifty thousand volumes.

Of all the changes in education in the last fifty years none has been more fundamental than the growth of science in the curriculum. Meredith certainly needs a large carefully-planned science hall with laboratories of the most approved kind.

Our catalogue, I believe, speaks somewhere of cultivating “the amenities and graces of life.” For this training, there should naturally arise a student’s building with rooms for the Young Woman’s Christian Association; the literary societies; the athletic association, and the various student activities. It should have rest and lunch rooms for the day students and lockers where they may leave their wraps and books. It should also have a small auditorium for various college affairs.

But while suitable buildings and appliances are necessary that the best work may be done with the least waste of energy, yet no college is great unless those who guide and direct its affairs are men and women of thorough scholarship and a deep sense of service. As other institutions also hold this view, the supply is hardly plentiful. Where the salaries are low a few work from duty, but if our college is to hold and gain strong and efficient officers and teachers the salaries must be raised, and in some cases doubled. Of course, any college can engage a cheap faculty, but that was not the ambition of those who founded Meredith.

Besides these immediate needs, there is a great oppor-

tunity for Meredith if she may but seize it. At present we offer the regular literary course leading to the Bachelor of Arts degree. It is unnecessary to go into detail as to the advantages and value of such a course which, through generations, has proved its right to be. Yet if we stop here, have we done all that we should for the young women of North Carolina? Throughout our land one hears the demand for an education that will prepare for the practical every-day life and problems of woman in her home; for a broadening of the field of knowledge, so that what have been considered humble duties may be transformed with the dignity that is in them if only one were trained to see it. The college needs an endowed and thoroughly organized School of Household and Industrial Arts, similar to the one at Teachers College, Columbia, and leading to the Bachelor of Science degree. The work in this school and that of the College of Liberal Arts should be so arranged that students could elect some courses in either school while doing most of their work in one.

Again, our opportunities of service might be broader if there were a large number of scholarships of from \$1,500 to \$5,000 each. The income from these would aid worthy girls in meeting their college expenses. Without such help many young women who might live lives of great usefulness, or lead where trained service is needed, will never be able to gain a college education. There is at present a small loan fund, but that, too, should be much increased.

The reader who has come to this point may rightly ask us what results Meredith would yield to guarantee such an outlay of money. In reply, we would ask him to look at the opportunities offered women in other States, and at the use which they are making of such training. We would also urge him to reread Miss Heck's article in the MEREDITH COLLEGE BULLETIN for January. North Carolina can be bettered only through the home life of the average family. Can we realize what it would mean if, in each

community, there were graduates with trained minds and hearts leading it to a more healthful and beautiful home life. Such Christian womanhood would also help the church, for the college gives valuable training in religious work.

But often girls must support themselves, and sometimes help their families. Then, too, there are girls of energy and ability not needed at home; in fact, a brilliant Southern woman of great experience and rare social opportunities has said that after the age of twenty-two or three the girl who does not marry should have some regular work. In any case, women apparently are to work in increasing numbers and in more varied employments. These require each year more careful preparation. Heretofore the profession of teaching has been chosen by the largest group of college women, but there is a movement now in Boston and in New York to help college-trained women to enter the various occupations other than teaching.*

As Meredith was founded chiefly for the young women of the State, it is only natural that at present the attendance is almost wholly local, though there are various students from Virginia and other neighboring States. Every institution in the country draws the majority of its students from its own locality. Yet in proportion as it achieves success, it attracts the choice spirits from distant parts; it then changes its provincial view to the larger outlook that comes from the mingling of the ideas and ideals of the broader student-body. One of the greatest privileges of a college course at Smith, Vassar, or Wellesley, is that of living with girls not only from all sections of America but from foreign lands. There will always be some reared in one locality who will seek and gain the training that comes from a changed environment and an outside view of their own home. These should return

* *Vocations for the Trained Woman*, published by Women's Educational and Industrial Union, Boston.

with an enlightened knowledge of the advantages at home and also with a desire to help to supply what it lacks. But while it is best that some girls should go elsewhere for their education, why should those from North Carolina longer have to migrate in order to get the best? Furthermore, why should not the genial Southern climate and the simple and genuine life that characterizes North Carolina be shared with others? When Meredith realizes her larger mission she will broaden both those who come and the North Carolinian who mingles with them.

As this article has been written on the needs of Meredith, the reader has noticed our "lacks," but it should be understood that our present standard and equipment put us in the forefront of women's educational institutions in the State. But are we satisfied with this? Can we feel complacent when other schools in the State are advancing; several of them, too, stirred by our higher standard to raise their own? If we stop now, these are likely soon to pass us. Our remedy is not to look at home or compare ourselves with secondary schools and colleges of low grade, but to look without and to study the best that has been done in college life for women wherever found; then to decide that North Carolina shall not longer be satisfied with anything second best. To go forward will require loyalty, service, and money!

How will you help?

The Appeal of the Endowment Movement to the Alumnae.

BY VIRGINIA EGERTON SIMMS.

What a thrill the title of this BULLETIN sends through the heart of each alumna! "Endowment Number!" What does it really mean? Are we to learn that some fairy god-mother has waved her golden wand and deposited in our

vaults a long-dreamed-of endowment fund? The fondest hope of each graduate for her Alma Mater has been, I am sure, that a generous endowment should some day be hers. And I am also sure that each alumna has a great desire in some way to have a part in this endowment movement.

We especially recall with pleasure that the first seeds of an endowment fund were sown by the first graduating class of our college. It is indeed fitting, and also a great privilege, for the alumnae to help sow more seed and thus be able to share in the abundant harvest forthcoming. This interest, we trust, is not confined to the graduates only, but is shared by each student who has ever come under the influence of the college.

This number of the BULLETIN spells *Opportunity* for us in capital letters. What shall we do with it? If the General Education Board of New York, with all its demands, will give us \$50,000 toward the fund of \$150,000, shall not we put forth great efforts to help substantially toward raising the other \$100,000 required to secure the gift? We have until January 1, 1914, to raise the amount. Will the Baptists of the State do it? Of course they will. Will the alumnae and other students of the institution help largely in the great work? Of course we will. The cause strongly appeals to us in several ways. Of course, it appeals to us as alumnae, in common with other Baptists of the State. Here is a call from that band of earnest Baptists, those pioneers of Baptist women's education, who, years ago, conceived the idea of this great school, who worked and sacrificed for it until it was fully dedicated to the service of young womanhood. Their noble work is done, and it is now our duty to fulfil their desires and make good the purpose which inspired them.

A second appeal is that of our present duty in the educational world. It, too, comes to us in common with other Baptists. In order to continue the work of the pioneers, we must see that this endowment fund is raised.

Take a look at the situation. Our college now stands at the head of the colleges for women in the State, and ranks equal with the best in the South. Shall she lose this position? We say "No"; but how can she maintain it when many of these other colleges are backed by wealth and influence, some of them already having large endowments?

The State is pouring large sums into its higher institutions of learning, and the treasuries of other institutions are being filled from the coffers of rich friends. This enables them to advance rapidly. Progress is the watchword of the educational world. Our college must grow, and in order to do this and maintain her relative position in the ranks of colleges, she must have endowment. The competition for patronage is increasing, and without an adequate endowment our college is confronted with the twofold difficulty of keeping pace with the progress of the educational world, which requires increased expenditures, and also of securing the patronage necessary to its existence. For without an endowment, the increased funds needed to maintain the college's place can only come from increased returns from tuition. And yet, tuition charges cannot be increased, for the twofold reason that the purpose of the college is to offer its advantages, as far as possible, to all the Baptist girls of the State, while, on the other hand, competitors of our institution are enabled to make tuition charges cheap by reason of their endowments or bounty obtained from the State. Thus we are confronted with the necessity, from this consideration, of a liberal endowment.

Another appeal to us is from the thousands of Baptist girls over the State who have not yet had the opportunity of drinking at the fountain of knowledge, but who are thirsting for its waters. They appeal to us to enable them to share the benefits that we have enjoyed.

Thousands upon thousands of Baptist girls will grow up in the years to come with hearts yearning for the educational advantages that we have had. Shall we say to them

that we, having drunk to the full, will not exert ourselves that the stream may be broadened and deepened and quickened for those who come after us?

Finally, besides these appeals to the *alumnæ*, there comes a still more forceful one to us alone, the children of the institution. Duty has been called the most sublime word in the English language; but there are even more compelling motives in human life than mere duty. Love is the most powerful of all motives. And mother-love and love for mother are the most potent of all. She, our mother, appeals to us to uphold her hands and strengthen her in the performance of her work.

So faithful a mother deserves much from us. Whatever we might do for her would be little, compared to what she has done for us. The richness and joy that she has put into life for us demands nothing less than that we shall do our utmost on her behalf.

We are confronted by the necessity of the situation. Opportunity is ours. What shall we do with it?

Remember, as Oliver Wendell Holmes once said to the alumni of Harvard University, "Our own existence as a society is so bound up with that of the college whose seal is upon our foreheads, that every blessing we invoke on our parent's head returns like dew from Heaven upon our own. Her fair fame is our glory, her prosperity is our success, and her lease of long life is the charter of our own prosperity."

Alma Mater.

RICHARD TILMAN VANN.

[By request.]

We salute thee, Alma Mater, we salute thee with a song:
At thy feet our loyal hearts their tribute lay.
We had waited for thy coming in the darkness, waited long,
Ere the morning star proclaimed thy natal day.
Thou hast come through tribulation, and thy robe is clean
and white;

Thou art fairer than the summer in its bloom.
Thou art born unto a kingdom, and thy crown is all of
light;
Thou shalt smile away the shadow and the gloom.

In thy path the fields shall blossom, and the desert shall
rejoice;
In the wilderness a living fountain spring;
For the blind shall see thy beauty, and the deaf shall hear
thy voice,
And the silent tongue their high hosannas sing.

Where the rhododendron blushes on the burly mountain's
breast,
In the midland, where the wild deer love to roam;
Where the water lily slumbers, while the cypress guards its
rest—
Lo, thy sunny land of promise and thy home.

Where the sons of Carolina taught a nation to be free,
And her daughters taught their brothers to be brave;
O'er a land of peaceful plenty, from the highlands to the
sea,
May thy banner, Alma Mater, ever wave.

SERIES 4

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Quarterly Bulletin



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Contents

	PAGE
Calendar.....	7
Calendar for the Year.....	8
Board of Trustees.....	9
Committees of the Trustees.....	10
Officers of Instruction and Administration.....	11
Committees of the Faculty.....	14
Meredith College.....	15
Foundation and Purpose.....	15
Location.....	16
Buildings.....	17
Boarding Club.....	17
Laboratories.....	18
Library.....	18
General Information.....	19
Religious Life.....	19
Government.....	20
Physical Education.....	20
Hygiene and Care of Sick.....	21
Literary Societies.....	22
Publications.....	23
Lecture Course.....	23
Expenses.....	24
Tuition.....	24
Fees.....	24
Table Board.....	24
Room Rent.....	24
Expenses for the Year in the Literary Course.....	25
Payment of Fees.....	26

	PAGE
Admission.....	28
Admission to Freshman Class.....	29
Conditioned Students.....	29
Irregular Students.....	29
Special Students.....	30
Routine of Entrance.....	30
Definition of Requirements.....	31
Latin.....	31
Modern Languages.....	31
English.....	32
Mathematics.....	34
History.....	35
Science.....	38
Requirements for Graduation.....	39
Degrees.....	39
Bachelor of Arts.....	39
Master of Arts.....	40
General Regulations for Academic Work.....	41
Credits.....	41
Reports.....	41
Examinations.....	41
Conditions and Deficiencies.....	41
Outline of Courses for the A.B. Degree.....	43
Schedule of Recitations.....	45
Courses of Instruction.....	46
I. Latin.....	46
II. Modern Languages.....	47
III. English.....	49
IV. Mathematics.....	52
V. History.....	53
VI. Natural Science.....	55
VII. Bible and Philosophy.....	57
VIII. Education.....	58

Contents.

v

	PAGE
Register of College Students	61
School of Elocution.....	67
Admission.....	67
Requirements for Graduation.....	67
Outline of Course for Diploma in Elocution.....	68
Register of Students.....	70
School of Art.....	71
Art Medal.....	71
Admission.....	72
Requirements for Graduation.....	72
Outline of Course	73
Register of Students.....	76
School of Music.....	77
Faculty.....	77
Admission.....	79
Requirements for Graduation.	79
Outline of Course.	80
Schedule of Recitations.....	81
Department of Theory.....	82
Department of Pianoforte	85
Department of Organ.....	86
Department of Violin and Stringed Instruments.	87
Department of Voice Culture.....	88
Ensemble Playing.....	89
Solo Class.....	89
Students' Recitals.....	89
Faculty Concerts.....	90
Choral Society.....	90
Music Supplies.....	90
Register of Students.....	91

	PAGE
Meredith Academy:	
Faculty.....	97
Admission.....	98
Expenses.....	98
Outline of Course.....	99
Schedule of Recitations.....	100
Courses of Instruction.....	101
Latin.....	101
Modern Languages.....	102
English.....	102
Mathematics.....	103
History.....	105
Natural Science.....	106
Register of Academy Students.....	107

CALENDAR

• 1911

JANUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
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30						

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21	22	23	24	25	26	27
28	29	30	31			

JUNE

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30						

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S	M	T	W	T	F	S
1	2	3	4	5	6	7
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29	30	31				

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26	27	28	29	30		

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23	24	25	26	27	28	29
30	31					

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10	11	12	13	14	15	16
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DECEMBER						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Calendar for the Year 1911-1912

Sept. 13.	Wednesday	{	FIRST SEMESTER begins.
14.	Thursday		PRELIMINARY classification of new students.
Sept. 15.	Friday		MATRICULATION and REGISTRATION of incoming students.
Sept. 16.	Saturday		LECTURES and CLASS WORK begin.
Sept. 30.	Saturday		APPLICATIONS for degrees and diplomas for 1912 must be submitted to the Deans.
Nov. 30.	Thursday		THANKSGIVING DAY; a holiday.
Dec. 21-Jan. 3.			CHRISTMAS RECESS.
Jan. '4.	Thursday		LECTURES and CLASS WORK begin.
Jan. 18-27			FIRST SEMESTER EXAMINATIONS.
Jan. 27.	Saturday		FIRST SEMESTER ends. Matriculation of students.
Jan. 30.	Tuesday		MATRICULATION and REGISTRATION of students.
Jan. 31.	Wednesday		LECTURES and CLASS WORK of second semester begin.
Feb. 8.	Thursday		FOUNDERS' DAY; a holiday.
Apr. 9.			TUESDAY AFTER EASTER; a holiday.
May 16-25.			SECOND SEMESTER EXAMINATIONS.
May 24.			STUDENTS must submit to Deans their schedule of work for 1912-13.
May 26-28.			COMMENCEMENT.

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TRAINING AT TRINITY COLLEGE, COLUMBIA AND YALE.

DIRECTOR OF PHYSICAL EDUCATION.

EMMA MOORE JONES,

OLIVIA RANEY LIBRARY.

LIBRARIAN.

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MRS. JESSIE EARNSHAW,

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WINIFRED COBB WALLACE,

MATRON.

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STUDENT ASSISTANT IN PHYSICAL EDUCATION.

Committees of the Faculty

Executive.—President Vann (*Chairman*), Miss Paschal, Dean Brown, Professor Poteat.

Classification.—Deans Boomhour and Brown, with the Heads of Departments.

Catalogue.—Professors Watson (*Chairman*), Boomhour, Smith.

Lecture.—President Vann (*Chairman*), Professors Colton, Phelps.

Bulletin.—President Vann (*Chairman*), Professors Colton, Watson, Phelps.

Library.—Dean Boomhour (*Chairman*), Professors Smith, Freeman.

Athletics.—Director Royster (*Chairman*), Professor Meserve, Instructor Middleton.

Grounds.—Dean Brown (*Chairman*), Professor Smith, Miss Paschal, Mr. Ferrell.

Public Ceremonies.—Professors Phelps (*Chairman*), Hagedorn, Miss Paschal.

MEREDITH COLLEGE

Foundation and Purpose

Meredith College, founded by the Baptist State Convention of North Carolina, was granted a charter by the State Legislature in 1891, and was first opened to students on September 27th, 1899. It was formerly named *The Baptist University for Women*; but at their annual meeting in May, 1909, the trustees changed the name to *Meredith College*, in honor of the Reverend Thomas Meredith, for many years a noted leader of the Baptist denomination in North Carolina. This name is especially appropriate, for Thomas Meredith presented a report to the Baptist State Convention of 1838 strongly recommending the establishment of an institution in Raleigh for the higher education of women.

The College is trying to carry out the ideals of its founders in character building as well as in scholarship. Its intention is to provide not only thorough instruction, but culture made perfect in the religion of Jesus Christ. Students are required to attend some church on Sunday morning, and to attend chapel exercises daily. The Christian type of womanly character is upheld, but special care is taken not to interfere with denominational preferences.

The policy of the College is to offer its advantages at cost. There are no profits or dividends; hence the expenses of stu-

dents are decidedly less than at some institutions of lower grade. An endowment and a loan fund are being gradually accumulated.

Location

Meredith College is admirably located in Raleigh, the educational center of the State. The great number of schools and colleges is due not only to the broad educational interests centering in the State Capital, but also to the natural environment and healthful climate. Raleigh is situated on the edge of the plateau which overlooks the coastal plain, and is three hundred and sixty-five feet above sea-level; thus it is favorably affected both by the climate of the sea coast and by that of the mountains. The water supply, too, is excellent; it comes from a short, never-failing stream which has a controlled watershed, and it is regularly tested by experts. All of the Meredith College buildings are directly connected with the city system.

The College itself is in the center of the city, near the Capitol, and only a few blocks from the State and Raney libraries. Within three blocks to the west and southeast are the First Baptist Church and the Baptist Tabernacle; churches of other leading denominations are also near. Among the many advantages of college life in the Capital City is the opportunity of attending meetings of the State Legislature, the annual meeting of the North Carolina Literary and Historical Association, and public addresses on important subjects.

Buildings

The College has at present five buildings: Main Building, Faircloth Hall, East Building, and two Cottages.

The Main Building contains the chapel, classrooms, laboratories, library, art studio, living rooms, and dining room.

Faircloth Hall, which is an annex to the Main Building, accommodates ninety-six students, two in a room, and contains four large classrooms, the music practice rooms and the two society halls.

The East Building is used mainly for residence, and contains the dining room for the Boarding Club.

Each of these buildings is of brick, lighted by electricity, heated by steam, and has bath rooms with hot and cold water, on each floor. The rooms, homelike and attractive, with plenty of light and fresh air, and the spacious halls, make it evident that every provision essential to comfort and health has been made.

The North and South Cottages are heated by stoves or grates, but in other respects are equipped as the other buildings. These two cottages, together with the East Building, provide the rooms for the girls of the Boarding Club.

The regulations for the five buildings are the same. There are no discriminations made among the students in any way.

A night watchman is employed throughout the College year.

The Boarding Club

The East Building and the two cottages are occupied by the Club. This year there have been one hundred and three girls in these buildings, who have boarded themselves. They do their own cooking and serving; the work being distributed so that not more than one hour each day is required of any

student. They have a manager, who purchases the supplies. The cost of table board in the club this year has averaged seven dollars a month. It has proved a great success, and more than justifies the hopes of its founders.

It is very important that those who need and desire to take advantage of this club arrangement shall write early and enclose five dollars to secure a room.

Those who are able should apply for board in the Main Building, and room in Main Building or Faircloth Hall.

Laboratories

The laboratories are furnished with water, gas, compound microscopes, lockers, chemicals and apparatus for individual work in Chemistry, Physics and Biology.

The State Museum, to which additions are continually being made, is of much service to the Department of Science.

Library

The library was reclassified and reorganized in the spring of 1910 under the direction of the secretary of the State Library Commission, making it much easier for the students to work intelligently.

There are over thirty-four hundred volumes and eighty-seven pamphlets in the library; all of which have been carefully selected by the heads of departments. Thirty-five magazines; twenty-four college magazines; and seventeen newspapers are regularly received.

The Olivia Raney Library of over ten thousand volumes and the State Library of forty thousand volumes are open to our students and are within three blocks of the college. The State Library offers to students of American history unusual advantages in North Carolina and Southern history.

General Information

Religious Life

The work of each day begins with religious services which the students are required to attend. Those who are not in their assigned seats when the bell ceases to ring are marked absent.

All boarding students are required to attend Sunday School and church Sunday morning eighty-five per cent of the time, unless excused for special reasons.

The Young Woman's Christian Association is the largest student organization in the College. The work and direction of this body are entirely under the management of the students. The faculty become members of the Association, and as such share in the meetings. The Association stands for a deeper spiritual life among the members, and for a united effort to help others to live consistent Christian lives. A devotional meeting is held every Sunday night. The first meeting in each month is set apart for the subject of Missions. In addition there is a short prayer meeting each morning.

Five Bible study and nine Mission classes, under the direction of members of the faculty and students are pursuing systematic courses of study, the aim of which is to give the student a more thorough knowledge of the Bible and of Mission work, both in the Home and Foreign fields. During the past year there has been a Student Volunteer Band of six members. The Association is still aiding the Young Woman's Associations of the State in the support of Miss Lanneau, their missionary in Soochow, China. Miss Lanneau is a graduate of Meredith.

Government

All regulations are framed with the view of limiting individual freedom only for the sake of moral security and of obtaining conditions for study. Any who are not willing to acquiesce cheerfully in these considerations should not apply for admission.

While we seek in all reasonable ways to gratify the wishes of parents, it must be borne in mind that so long as students are in this institution they must be under our direction, and not that of their parents.

The government is almost entirely in the hands of the students themselves, under a set of regulations submitted by the Faculty and adopted by the Student Government Association. They have their own Executive Committee, which has the general oversight of the order and deportment of the students.

Difficult cases are referred to a Faculty Advisory Committee. This system tends to promote honor and self-reliance.

Physical Education

Physical Education is included in the Department of Physiology and Hygiene.

All students when entering College are required to pass a physical examination, with essential measurements, by the Resident Physician and Physical Director. If this should show reasons why a student should not take the regular work, then special exercises adapted to her needs will be prescribed for her. A special examination is required before a student is entered for the heavy field sports.

Every student not a senior is required to exercise four *half hours a week* in the Gymnasium, from October 1st to April 1st. While taking the prescribed corrective work she

must wear the regulation gymnasium suit. It is better and cheaper for the young women to procure their suits after reaching College.

Regular exercise in the open air of not less than *one-half hour daily* through the year is required of *every* young woman unless excused by the resident Physician or Director.

On the College grounds are courts for tennis, basketball, and archery; and a well equipped out-of-door gymnasium has been added, with climbing-ropes, teeter-ladders, giant-stride or merry-go-round, vaulting-bars, chest-bars and flying-rings.

Students are credited in the corrective and field work on the basis of faithfulness and punctuality.

The Athletic Committee of the Faculty, with the Physical Director, has control of all field sports.

A handsome silver loving cup is offered yearly to the best inter-class basketball team.

Hygiene and Care of the Sick

Once a week during the year the Physician in charge lectures to the entire student body on General Hygiene and the Care of the Body. For six weeks in the second semester these lectures will embrace "First Aid to Injured" topics. Every student is required to attend these lectures except in her junior and senior years.

The Physician in charge holds office hours at the College, at which time the students may consult her, upon all subjects of hygiene or relative to their personal health.

The general laws of health, so far as possible, are enforced. It is the purpose of the college physician to prevent sickness by means of the knowledge and proper observance of hygienic conditions.

The food of the sick is under the direction of the physician and nurse.

No medicines are to be administered except by the advice and prescription of the physician, as much harm results from the promiscuous taking of medicine without competent advice.

A trained nurse is employed by the College.

Under the direction of Mrs. Bessie Worthington Horn, and in honor of her mother, the Missionary Society of the Baptist church of Wilson, North Carolina, has fitted up an infirmary in the Main Building.

The plumbing, ventilation and general sanitary conditions of the College are believed to be faultless.

Literary Societies

There are two Literary Societies: Philaretian and Astro-tekton, meeting every Saturday night. These Societies are organized for the promotion of general culture and to give variety to the college life.

After three weeks from the date of registration, any student, on obtaining written permission from the President, may become a member of either of the societies, provided its membership shall be less than three-fourths of the aggregate membership of both of them.

Each society is offered a Memorial Medal for the best English essay. The Carter-Upchurch medal of the Astro-tekton Society is the gift of Mr. Paschal Andrew Carter, of New York City. The Minnie Jackson Bowling medal of the Philaretian Society is given by Dr. E. H. Bowling, of Durham.

It is believed that secret societies will detract from the interest and value of the literary societies. The organization of sororities or clubs of any sort is, therefore, prohibited.

College Publications

By the College

The Bulletin: This is the official publication of the College and appears quarterly. It will be mailed to any address regularly upon request to the Dean.

By the Students

The Acorn: This is the monthly magazine of the students. It will be mailed to any address upon receipt by the Business Manager of the subscription price, one dollar.

Oak Leaves: The College Annual is published by the Literary Societies. Any one desiring this should communicate with the Business Manager of the Annual.

Lecture Course

Each year the College provides a Lecture Course in order that the students may have the opportunity of hearing eminent lecturers on themes of literary, scientific, and social interest.

The lectures for 1910-1911 were given by Louis Umfreville Wilkinson, M.A., Extension Lecturer, Oxford University, England, on the following subjects:

The Present English Political Situation.

Bernard Shaw, the Apostle of Modern Socialism.

Ibsen, or Latter Day Realism and Idealism.

Swinburne, the last of the Victorian Poets.

Expenses

Tuition Each Semester

College Course	\$30.00
Literary and Theoretical Work in Music Course (see p. 80)	30.00
Piano	\$30.00, 35.00
Organ	\$25.00, 35.00
Violin	25.00
Voice	\$30.00, 35.00
Voice, Instructor	25.00
Elocution, private lessons.....	\$25.00, 35.00
Elocution, class lessons	5.00
Art	25.00
China Painting	25.00

Fees Each Semester

Matriculation fee (applied on semester's tuition)	10.00
Chemical Laboratory fee.....	2.50
Biological Laboratory fee.....	1.00
Library fee	1.00
Lecture fee	.75
Gymnasium fee	1.00
Medical fee	2.50
Use of Piano one hour daily.....	4.50
For each additional hour.....	2.25
Use of Pedal Organ one hour daily.....	6.00
Use of Pedal Piano one hour daily.....	4.00
Use of Pipe Organ per hour.....	.25

Table Board Each Semester

Main Building	60.00
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Room Rent Each Semester

Including fuel, light, and water:

Main Building...	{	Front rooms or two-girl rooms.....	17.50
		Other rooms in Main Building.....	15.00
Faireloth Hall			15.00

Fairecloth Hall (to those who board in club)	17.50
East Building	12.50
South Cottage	11.25
North Cottage	10.00

Expenses for the Year in the Literary Course

In Main Building or Fairecloth Hall:

Board, room, lights, fuel and bath	\$150.00 to \$155.00
Tuition, College Course	60.00
Medical fee	5.00
Library fee	2.00
Gymnasium fee	2.00
Lecture fee	1.50

\$220.50 to \$225.50

In the Club this amount is from \$52.00 to \$65.00 less, depending upon room.

All bills are due for the semester in advance, but for the convenience of patrons, payments may be made quarterly in advance.

Students who pursue any two of the following—Music, Art, Elocution—may take one literary subject at a cost of \$10.00 a semester.

Students pursuing one special course may take one literary subject at \$12.50 a semester.

Students pursuing one special course may take two literary subjects at \$15.00 a semester.

Special students may elect one theoretical course in School of Music at \$10.00 a semester. Two theoretical courses at \$15.00 a semester.

Students in the A.B. course may elect theoretical courses in the School of Music which count toward their degree at \$5.00 each semester.

Graduation fee, including diploma \$5.00

All resident students are required to pay the Lecture fee. Nonresident students, if they wish, may secure season tickets by paying the required fee.

Nonresident students are not required to pay the medical fee.

If a student withdraws from the institution, or is sent away for misconduct, before the semester expires, no charges for tuition, room rent, or incidental expenses for that semester, and no charges for board for the quarter in which she leaves, will be remitted. But in event of sickness of such a nature as in the opinion of the College Physician requires the retirement of the student, the charges for board may be refunded from the date of retirement, upon the order of the Executive Committee, provided that no reduction will be made for absence of less than four weeks.

Teachers remaining during the Christmas recess will be charged regular table board.

The Payment of Fees

On days of registration at the beginning of each semester all students are required to pay to the Bursar the matriculation fee of \$10.00.

No student may enter any class at the beginning of either semester until she has paid the matriculation fee, \$10.00, for that semester.

Any student who fails to register at the appointed time will be required to pay the Bursar an additional fee of \$1.00 and to show receipt for the same to the Classification Committee. This special fee of \$1.00 will be required of those who are late in entering as well as of those who neglect to arrange their courses with the Classification Committee, and will not be deducted from any bill. For time of registration see page 27.

To secure rooms, applications must be accompanied by a deposit of \$5.00. No definite room can be assigned except at the college office. Any preference in rooms will be given in the order of application.

The \$5.00 room fee deposit and the \$10.00 matriculation fee will be deducted from the first bill of each semester, *but they are not returnable under any circumstances.*

Each member of the Club must deposit \$7.00 in advance at the beginning of each month to cover cost of board.

Admission Requirements

Students are admitted either (*A*) by certificate or (*B*) by examination.

A. Meredith College accepts all certificates of work completed in high schools accredited by the University of North Carolina or from high schools in other States accredited by universities belonging to the Association of Colleges and Preparatory Schools of the Southern States. The College also accepts certificates from its own list of approved private and church schools. All certificate students, however, are admitted on probation. Those whose work proves unsatisfactory within the first month will be advised to take the next lower course.

Students desiring to be admitted on certificate should send to the Dean, if possible before their graduation, for a blank certificate to be filled out and signed by the principal of the school they are attending. Candidates will find it much easier to attend to this before their schools break up for the summer. All certificates should be filed with the Dean not later than August first of the year in which the student wishes to enter.

No candidate will be admitted to the freshman class, except on examination, until such a certificate properly filled out and signed by the principal is presented to the College.

B. Students desiring to be admitted under the second of these conditions should see page 30.

Students applying for advanced standing should read *Credits*, p. 41.

Admission to the Freshman Class

For full admission to the freshman class a candidate must offer fourteen units of work. A unit represents four one-hour recitations or five forty-five minute recitations a week throughout a secondary school year.

Every candidate for the A.B. degree must offer:

Latin	3	units.
French or German	1	unit.
English	3	units.
Mathematics: { Algebra	1.5	units.
{ Geometry	1	unit.
History	2	units.
Science: { Physiology	1	unit.
{ Physical Geography	0.5	unit.
Elective†	1	unit.
Total	14	units.

Conditioned Students

A student may have two whole conditions and two slight conditions. A slight condition signifies that a student lacks a small part of the preparation in some subject.

A whole year's condition in one subject can not be substituted for slight conditions in two subjects.

Irregular Students

Students who wish to work for a diploma in music or in art will be admitted as irregular students if they are able to offer ten units of work. They must offer three units in English, may be allowed two whole conditions and two slight conditions, and must take fifteen hours of work a week.

†An additional unit in any of the above subjects except English will be accepted.

Special Students

Special students are admitted without examination under the following conditions: (1) They must be at least twenty years of age; (2) they must give proof of adequate preparation for the courses sought; (3) they must take fifteen hours of work a week.

Routine of Entrance

Students should report to the office promptly upon arrival for matriculation.

1. *Preliminary Classification.*—All new students must appear before the Classification Committee on the two days before General Registration, for consultation with the committee upon work taken before coming to this College. For the year 1910-1911, consultations will be held as follows:

September 13, Wednesday, 9 a. m., History and Science;
3 p. m., Latin.

September 14, Thursday, 9 a. m., English and Modern Languages;
3 p. m., Mathematics.

2. *Registration.*—On the day of General Registration the student will appear in person before the Deans and be assigned subjects to be carried during the ensuing semester.

No student may register for less than a semester.

Days for registration: September 15th, 9 a. m., for first semester; Tuesday and Wednesday, January 30th and 31st, 9 a. m., for second semester.

Definition of Requirements

LATIN (3 units)*

GRAMMAR.

A thorough knowledge of forms and the principles of syntax with special emphasis upon relative and conditional sentences, indirect discourse and all uses of the Subjunctive. Inglis and Prettyman's *First Latin Book* and Allen and Greenough's *Latin Grammar* are recommended.

PROSE COMPOSITION.

Ability to translate into Latin connected passages of idiomatic English of moderate difficulty based on Cæsar and Cicero. This will require one period a week during each year of preparation. Baker and Inglis' *High School Course in Latin Composition* is recommended.

READING.

Four books of Cæsar's *Gallie War* (Bennett). Six orations of Cicero including the four against Catiline (Bennett).

Training should be given from the beginning in reading Latin aloud according to the Roman method of pronunciation, with careful attention to vowel quantities, and in translating Latin from hearing as well as at sight from the printed page.

Teachers of Latin in preparatory schools are urged to insist upon the use of idiomatic English in translation.

It will require at least three years of careful study to make the needed preparation.

MODERN LANGUAGES (1 unit)†

The candidate must offer one unit in either French or German.

FRENCH.

Pupils must be prepared on Part I of Frazer and Squair's *French German* (or its equivalent) and 150-200 pages of simple German 150-200 pages of simple French reading.

This preparation will require at least one year's work.

*Six books of Virgil's *Æneid* may be offered as a fourth unit in Latin. For a description of this Course, see page 46.

†An additional unit in French or German may be offered as follows: in French, Frazer and Squair's *Grammar*, Part II, and the reading of 300 pages of modern prose; in German, Joynes-Meissner's *Grammar*, and the reading of 200 pages of literature in the form of easy stories and plays.

GERMAN.

Pupils taking German must be prepared on Harris's *Lessons in German* (or its equivalent), and 150-200 pages of simple German reading.

This will require at least one year's work.

ENGLISH (3 units)

COMPOSITION.

1. There should be practice in writing equivalent to weekly themes for the whole four years of the preparatory course. These weekly themes should average from 350 to 500 words and should be accompanied by definite outlines; the subjects for themes should not be drawn chiefly from books. When studying the paragraph, the student should be allowed to substitute daily paragraph-themes, based on experience, for the weekly theme. She must be able to spell, capitalize, and punctuate correctly. She will be expected to have a practical knowledge of the essentials of English grammar, including inflection, syntax, the use of phrases and clauses.

2. There should be systematic study of rhetoric made subservient to the work in composition. Particular attention should be given to the structure of the sentence, paragraph, and whole composition; to unity, emphasis and coherence; to good use in words; and to the analysis and outlining of essays. The following books are recommended:

FOR FIRST YEAR.—Sykes's *Elementary English Composition* (Scribner's Sons), or Baker and Abbott's *English Composition* (Henry Holt & Co.), or Scott and Denney's *Elementary English Composition, Revised* (Allyn and Bacon).

FOR SECOND YEAR.—Brooks and Hubbard's *Composition-Rhetoric*, Part I (American Book Co.), or Scott and Denney's *Composition-Rhetoric* (Allyn and Bacon).

FOR THIRD YEAR.—Brooks and Hubbard's *Composition-Rhetoric*, Part II.

FOR FOURTH YEAR.—Study of various masterpieces from the point of view of structure, that is, in such a way as to review all the principles of composition.

LITERATURE.

A. *Reading and Practice.*

The candidate is required to present evidence of a general knowledge of the subject-matter, and to answer simple questions on the lives of authors.

*The books for 1911 must be selected from the following:

Group 1 (two to be selected).

Shakspere's *As You Like It*, *Henry Fifth*, *Julius Cæsar*, *The Merchant of Venice*, *Twelfth Night*.

Group 2 (one to be selected).

Bacon's *Essays*; Bunyan's *Pilgrim's Progress*, Part I; *The Sir Roger de Coverley Papers in The Spectator*; Franklin's *Autobiography*.

Group 3 (one to be selected).

Chaucer's *Prologue*; Spenser's *Faerie Queene* (Book I); Pope's *The Rape of the Lock*; Goldsmith's *The Deserted Village*; Palgrave's *Golden Treasury* (First Series), Books 2 and 3, with especial attention to Dryden, Collins, Gray, Cowper, and Burns.

Group 4 (two to be selected).

Goldsmith's *The Vicar of Wakefield*; Scott's *Ivanhoe*; Scott's *Quentin Durward*; Hawthorne's *The House of Seven Gables*; Thackeray's *Henry Esmond*; Mrs. Gaskell's *Cranford*; Dickens's *A Tale of Two Cities*; George Eliot's *Silas Marner*; Blackmore's *Lorna Doone*.

Group 5 (two to be selected).

Irving's *Sketch Book*; Lamb's *Essays of Elia*; DeQuincey's *Joan of Arc* and the *English Mail Coach*; Carlyle's *Heroes and Hero Worship*; Emerson's *Essays* (selected); Ruskin's *Sesame and Lilies*.

Group 6 (two to be selected).

Coleridge's *The Ancient Mariner*; Scott's *The Lady of the Lake*; Byron's *Mazeppa* and the *Prisoner of Chillon*; Palgrave's *Golden Treasury* (First Series), Book 4, with especial attention to Wordsworth, Keats, and Shelley; Macaulay's *Lays of Ancient Rome*; Poe's *Poems*; Lowell's *The Vision of Sir Launfal*; Arnold's *Sohrab and*

*See the selections recommended in the note at the close of group 6.

Rustum; Longfellow's *The Courtship of Miles Standish*; Tennyson's *Gareth and Lynette*, *Launcelot and Elaine*, and *The Passing of Arthur*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Evelyn Hope*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *The Boy and the Angel*, *One Word More*, *Herve Riel*, *Pheidippides*.

NOTE.—The following selections are recommended: First year—*Pilgrim's Progress*, *Evangeline*, *The Courtship of Miles Standish*; second year—*The Sketch Book*, *The Vision of Sir Launfal*, *The Lady of the Lake*, *Ivankoe*; third year—*Julius Cæsar*, Poe's *Poems and Tales*, *Idylls of the King*, *Silas Marner*, *The Merchant of Venice*; fourth year—*Macbeth*, Macaulay's *Life of Johnson*, Milton's *Minor Poems*, Burke's *Speech on Conciliation with America*. [Blakeley's *Outlines for Studies in English* (American Book Co.) will be suggestive to both teacher and student.]

B. *Study and Practice.*

Preparation for this part of the work includes thorough study of each of the works named below; a knowledge of the subject-matter, form, and structure. In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed works belong.

The books for 1909, 1910, 1911 are: Shakspeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro* and *Il Penseroso*; Burke's *Speech on Conciliation with America*, or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*.

MATHEMATICS (2½ units)*

The preparation for the freshman class will require at least two and one-half years of careful study in the high school. This presupposes a thorough knowledge of practical arithmetic.

ALGEBRA (I 1-2 UNITS)

One and one-half years should be spent in this work, with four or five one-hour recitations each week. The fundamental principles of algebra

*Mathematics I will be accepted as an additional unit in mathematics. For a description of this Course, see page 52.

as given in some good high school text-book should be thoroughly mastered, and facility and accuracy in the manipulation of algebraic expressions should be attained, as well as an understanding of the meanings of the various operations.

To Quadratics (1 unit).—The course should occupy not less than one hundred and twenty one-hour recitations, and should cover the four fundamental operations; formulas for multiplication; factoring, including the highest common factor and the lowest common multiple; fractions, including complex fractions and ratio and proportion; simple equations, both numerical and literal, with one or more unknown quantities; problems depending on linear equations; radicals, including evolution of numbers and polynomials; exponents, fractional and negative.

Quadratics and Beyond ($\frac{1}{2}$ unit).—This course should occupy not less than sixty one-hour recitations. Quadratic equations, numerical and literal, with one or more unknown quantities, and problems depending on them, formulas of the *Nth* term, with application; the progressions with application to problems.

PLANE GEOMETRY (1 UNIT)

The usual theorems and constructions of some good text-book. The solution of numerous original exercises. Application to the mensuration of plane surfaces.

HISTORY (2 units)*

The candidate may offer any two of the following units in history:

Ancient History to 800 A. D. (1 unit).

Mediæval and Modern European History (1 unit).

English History (1 unit).

American History, with the elements of Civil Government (1 unit).

All candidates are strongly advised to offer Ancient History as one unit and either English or American History as the other.

ANCIENT HISTORY.

TEXT-BOOKS.—†Goodspeed, *History of the Ancient World* (Scribners); Morey, *Outlines of Ancient History* (American Book Co.); Myers, *Ancient History*, Revised Edition (Ginn); West, *Ancient World* (Allyn and Bacon); Wolfson, *Essentials in Ancient History* (American Book Co.); or an equivalent.

*A third unit from this group will be accepted.

†Any one text-book of the group is accepted.

For supplementary reading and reference, work in some of the following is suggested: Evelyn Abbott, *Pericles*; Botsford, *History of Greece*; Botsford, *History of Rome*; Botsford, *Story of Rome*; Bulfinch, *Age of Fable*; Church, *Stories from Herodotus*; Cox, *Tales of Ancient Greece*; *Epochs of Ancient History* (ten small volumes, Longmans, Green & Co.); Firth, *Augustus Cæsar*; Fling, *Source Book of Greek History*; Froude, *Cæsar, a Sketch*; How and Leigh, *A History of Rome*; Munro, *Source Book of Roman History*; Pelham, *Outlines of Roman History*; Trollope, *The Life of Cicero*; Wheeler, *Alexander the Great*; and Ginn and Co., *Classical Atlas*.

MEDIÆVAL AND MODERN HISTORY.

TEXT-BOOKS.*—Bourne, *Mediæval and Modern History* (Longmans); Harding, *Essentials in Mediæval and Modern History* (American Book Co.); Myers, *Mediæval and Modern History*, Revised Edition (Ginn); or an equivalent.

For supplementary reading and reference, work in some of the following is suggested: Adams, *Civilization During the Middle Ages*; Emerton, *Introduction to the Middle Ages*; Emerton, *Mediæval Europe*; *Epochs of Modern History* (nineteen small volumes, Longmans, Green & Co.); Hazen, *Europe Since 1815*; Henderson, *Historical Documents*; Johnston, *Napoleon*; Robinson, *Readings in European History*, One Volume Edition; Robinson and Beard, *The Development of Modern Europe*, two volumes; Walker, *The Reformation*; and Dow, *Atlas of European History*.

ENGLISH HISTORY.

TEXT-BOOKS.*—Cheyney, *A Short History of England* (Ginn & Co.); Walker, *Essentials in English History* (American Book Co.); Wrong, *History of the British Nation* (Appleton); or an equivalent.

For supplementary reading and reference, work in some of the following is suggested: Bates and Coman, *English History Told by English Poets*; Beard, *Introduction to the English Historians*; Bright, *History of England* (4 volumes); Cheyney, *Readings in English History*; Colby, *Sources of English History*; *Epochs of Modern History* (nineteen small volumes, Longmans, Green & Co.); Gardiner, *Student's History of England*; Gibbins, *The Industrial History of England*; Green, *A Short History of the English People*; Montague, *Elements of English Constitutional History*; and Gardiner, *School Atlas of English History*.

*Any one text-book of the group is accepted.

AMERICAN HISTORY.

TEXT-BOOKS.*—Adams and Trent, *History of the United States* (Allyn and Bacon); Ashley, *American History* (Macmillan); Johnson, *High School History of the United States*, Revised Edition (Holt); McLaughlin, *History of the American Nation* (Appleton); Ashley, *American Government*, Revised Edition (Macmillan); James and Sanford's *Government in State and Nation* (Scribner); Schwinn and Stevenson, *Civil Government* (Lippincott); or an equivalent.

For supplementary reading and reference, work in some of the following is suggested: Beard, *American Government and Politics* (Macmillan, 1910); Channing, *History of the United States* (two volumes); *Epochs of American History*, Revised Edition (three volumes); Fiske, *The American Revolution* (two volumes); Fiske, *The Critical Period*; Hart, *American History Told by Contemporaries* (four volumes); Johnston, *American Politics*, Revised Edition; Woodrow Wilson, *A History of the American People* (five volumes); and McCoun, *Historical Geography of the United States*.

All candidates for credit in history should show evidence of considerable work done in addition to the text-book preparation. The text-book should contain not less than five hundred pages, and the candidate should read such fuller authorities as may be available, in amount not less than four hundred pages.

The following further exercises are recommended: Reading notes, in outline and abstract; a few written reports on subjects assigned the student; map-drawing.

All such work should be presented by the candidate in the form of a loose-leaf note book containing all exercises prepared upon any of the four history subjects, written in ink, arranged in the order of their assignment, and certified and approved by the teacher.

Teachers are urged to get a copy of the *Report of the Committee of Seven on the Teaching of History* (Macmillan, fifty cents); *Revised Report of the Committee of Five* (Macmillan); and of the *Hand Book for High School Teachers Containing Courses of Study for North Carolina*, from the office of the Superintendent of Public Instruction, Raleigh. *The History Teacher's Magazine* (McKinley Pub. Co., Philadelphia, one dollar a year) will be found invaluable.

Outline map books for each period and loose-leaf note books may be

*Any one text-book of the group is accepted.

obtained from Atkinson, Mentzer & Grover, of Chicago, or map books from the McKinley Publishing Co. of Philadelphia. A syllabus, or printed outline, is helpful, makes the work definite, and saves time. Several good ones are already published.

In the text-book library of the Department of Education there are many of the texts referred to above.

The head of the department will be glad to send a copy of the directions used in written history lessons, tests, and note-book work to any teacher preparing students for the college.

SCIENCE ($1\frac{1}{2}$ units)*

PHYSIOLOGY AND HYGIENE (1 UNIT).

The candidate must be familiar with the general structure of the body, digestion, circulation, respiration and the nervous system.

TEXT.—Fitz's *Physiology and Hygiene*, or Martin's *The Human Body*, Briefer Course, fifth edition revised by G. W. Fitz, M.D.

PHYSICAL GEOGRAPHY (1-2 UNIT).

This course should include a detailed study of the land forms and physiographic factors. The course will require at least one year.

TEXT.—R. S. Tarr's *New Physical Geography*.

PHYSICS† (1 UNIT).

One year's work, including the principles of mechanics, heat, electricity, sound and light. About one-third of the time is given to individual laboratory work, which is reported in carefully prepared note books.

TEXT.—Coleman's *Elements of Physics*.

*An additional unit in Science will be accepted.

†Physiology and Hygiene, and Physical Geography are required. Physics may be offered.

Requirements for Graduation

To be entitled to a degree or diploma the student must, during her college course, prove herself to be of worthy character and must complete in a satisfactory way the course of work prescribed for the degree or diploma in the school from which she wishes to graduate.

Any subject counted toward a degree or diploma in one school may be counted toward a degree or diploma in another school, provided that the subject, regularly, may be counted toward a degree or diploma in the school concerned.

Each student is required to take at least fifteen hours of work a week. No student may take more than sixteen hours of work a week, except by action of the faculty. Seniors are not required to take more than the number of hours necessary to obtain their degree.

Degrees

The degrees conferred are Bachelor of Arts and Master of Arts.

Bachelor of Arts

To be entitled to the degree of A.B. a student must complete the forty hours of prescribed work and, in addition, twenty hours of elective work. On the satisfactory completion of sixty hours of work under the conditions prescribed the student will be recommended for the degree of Bachelor of Arts.

All courses in the freshman and sophomore years are prescribed; eight hours of elective work are offered in the junior year and twelve in the senior.

Work can not be elected from more than five departments. In case that work is chosen from the school of Music, Elocution or Art, each of these schools from which work is taken shall count as one elective department.

Candidates for the A.B. degree must make a grade of eighty in at least one-half of the courses offered for the degree.

Master of Arts

1. The degree of Master of Arts is open to all those holding the Bachelor's degree who have been admitted to full candidacy. A residence of at least one year at the College wholly devoted to the work for the degree, is required. With the consent of the committee, the work of the candidate for Master's degree may be distributed over more than one year.

2. A holder of the Bachelor's degree will be recommended for the degree of Master of Arts upon the completion of the prescribed term of residence, the passing of final examination in the entire course of study laid out for her, and the submission and acceptance of a thesis upon some subject within the field of the major subject.

3. The subject for the Master's thesis must be chosen and approved by December 1st, and the completed thesis must be submitted not later than May 1st. A typewritten copy of the accepted thesis must be deposited with the College before the candidate can be recommended for the degree.

General Regulations for Academic Work

Credits

At least one year's work must be taken in every department in which the student wishes credit toward a degree or diploma, or else she must be examined on these subjects.

Credit will not be given on subjects running through the year unless the full year's work is completed.

Seventy-five is the passing grade.

Reports

At the end of each semester a report is sent to the parent or guardian of the student, showing her grade of scholarship and number of absences from recitation and church.

At the ends of the first and third quarters parents or guardians are notified if students are not making satisfactory grades.

Examinations

Examinations are held at the close of each semester in addition to the frequent tests given by individual instructors.

During examination, no student, without permission from the instructor in charge, is allowed to consult any book or document, or have communication with any person except the instructor. Examination papers are accompanied by a written pledge that no aid has been received from any source.

Conditions and Deficiencies

A student who fails on the first semester's work in a subject which she wishes to continue will be allowed to pass off her condition the first Monday of the next April. If she fails at this time, she will be allowed to take another examination

either during the final examinations of the next May or on the Tuesday immediately preceding the opening of the fall semester.

A student who fails on the second semester's work in a subject which she wishes to continue will be allowed to pass off her condition on the Tuesday immediately preceding the opening of the fall semester. If she fails at this time, she will be allowed to take another examination during the final examinations of the next January. A student who does not pass off a condition at either of the two times appointed for semester failures will be required to repeat the semester's work in which she failed before being admitted to a more advanced course.

Outline of Course for the A.B. Degree

Freshman Year

Latin 1*.....	counting 3 hours.....	page 46
French 1.....	counting 3 hours.....	page 47
or		
German 1.....	counting 3 hours.....	page 48
English Composition 1.....	counting 3 hours.....	page 49
Mathematics 1.....	counting 3 hours.....	page 52
Biology 1.....	counting 3 hours.....	page 55

Sophomore Year

Latin 2.....	counting 3 hours.....	page 46
French 2.....	counting 3 hours.....	page 48
or		
German 2.....	counting 3 hours.....	page 48
English Literature 1.....	counting 3 hours.....	page 50
Mathematics 2.....	counting 3 hours.....	page 52
History 1.....	counting 3 hours.....	page 53

Junior Year

English Composition 2.....	counting 2 hours.....	page 50
Chemistry 1.....	counting 3 hours.....	page 55
Psychology.....	counting 1½ hours.....	page 57
Ethics.....	counting 1½ hours.....	page 57
Electives.....	counting 8 hours.....	

*The figure immediately following the subject refers to the number of course.
For outline of course, see page indicated.

The following courses are offered as Junior Electives:

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
Latin 3.....	3	(47)	Natural Science.....		(56)
French 3.....	3	(48)	Bible 1—5.....		(57)
German 3.....	3	(49)	Education 1 or 2	2 or 3	(58)
English Composition 3	1	(50)	Elocution 1—4.....	2	(68)
English Literature 2—6		(51)	Art 8.....	2	(74)
Mathematics 3—5.....	3	(53)	Music 3, 5—10, 12. . .		(82)
History 2 or 5.....	3	(54)			

Senior Year

Physiology.....counting 3 hours.....page (55)
Electives.....counting 12 hours.

The following courses are offered as Senior Electives:

	Page		Page
Latin 3—6.....	(47)	Natural Science.....	(56)
French 3.....	3 (48)	Bible 1—5.....	(57)
German 3.....	(49)	Philosophy 3—5.....	2 (58)
English Composition 3	(50)	Education 1—3.....	2 or 3 (58)
English Literature 2—6	(51)	Elocution 1—4.....	2 (68)
Mathematics 3—5.....	3 (53)	Art 8	(74)
History 2—5.....	3 (54)	Music 3, 5—10, 12. . .	(82)

Schedule of Recitations

	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
9.00	French I. English Comp. I (a). History I. Elocution I. English Lit. II.	English Comp. II. Education III. Elocution II.	French I. English Comp. I (a). History I. English Lit. II.	Elocution I. English Comp. II. Education III.	French I. English Comp. I (a). History I. English Lit. II.
10.00	Mathematics I (a). Latin II. History IV.	Biology I. Education II. Latin IV. Elocution III.	Mathematics I (a). Latin II. History IV. Bible II.	Biology I. Education II. Latin IV.	Mathematics I (a). Latin II. History IV. Elocution III.
11.00	Latin I. French II. Physiology. Elocution IV.	Mathematics II. Physics.	Latin I. French II. Mathematics II. Physiology.	Latin I. Physics. Elocution IV.	Latin I. French II. Mathematics II. Physiology. Physics (Lab.) Elocution II.
12.00	German II. Psychology.	Bible II. English Lit. IV.	German II. English Lit. I. Psychology.	Bible II. English Lit. IV.	German II. Psychology. Physics (Lab.)
1.30	English Comp. I (b). Mathematics I (b). German I. English Lit. I. History II. Latin III.	Chemistry I. English Lit. IV.	English Comp. I (b). Mathematics I (b). German I. English Lit. I. History II. Latin III. Geology.		English Comp. I (b). Mathematics I (b). German I. English Lit. I. History II. Latin III. Geology.
2.30	Biology (Lab. Sec. a). Art History I.	Biology (Lab. Sec. b). Art History II.	Biology (Lab. Sec. a).	Biology (Lab. Sec. b). Art History I.	

Courses of Instruction

I. Latin

ALICE WHITTIER MESERVE, *Professor.*

1. Virgil; Latin Prose Composition.

Required of freshmen.

a. Virgil.

Two hours a week for a year. Tuesday, Thursday, 11. A third hour at the discretion of the professor.

Æneid (Bennett, Greenough and Kittredge). Translation at sight; Latin hexameter; Virgil's life and works. Stress is laid not only upon construction, and the use of good English in translation, but also upon appreciation of the author read.

b. Latin Prose Composition.

One hour a week for a year. Tuesday, 11.

D'Ooge's *Latin Composition*, Part III. Bennett's *Grammar* and Allen and Greenough's *Grammar*.

2. Livy; Horace; Latin Prose Composition.

Required of sophomores. Three hours a week for a year.

a. Livy.

Two hours a week for a year. Tuesday and Thursday, 10.

Selections from Books XXI and XXII (Westcott).

HORACE.—Selections from the *Odes and Epodes* (Smith, Shorey-Laing).

History of the Augustan Age; the Life and Personality of Horace; metres and literary style.

b. Latin Prose Composition.

One hour a week for a year. Saturday, 10.

Prepared and sight exercises.

3. Terence; Latin Poets; Cicero.

Open to juniors and seniors. Two hours a week for a year.
Tuesday, Thursday, 1:30.

TERENCE.—*Phormio* (Elmer); Study of the dramatic metres; Roman theatrical antiquities; Terence's life; the origin and development of Latin Comedy.

Selections from Latin Poets, Ennius, Catullus, Propertius, Tibullus, Ovid and Martial.

CERERO.—*De Senectute* (Moore); *De Amicitia* (Price). Cicero's views concerning Old Age and Friendship compared with those of modern writers.

4. Roman Private Life. Outline History of Latin Literature.

Open to juniors and seniors. Required of students electing courses 3 or 5. Saturday, 1:30.
Lectures and assigned readings.

5. *Tacitus; Juvenal; Sight Reading from Pliny.

Open to juniors and seniors. Two hours a week for a year.

TACITUS.—*Agricola and Germania* (Gudeman).

JUVENAL.—*Satires* (Duff).

PLINY.—*Letters* (Westcott).

6. *Latin Prose Composition.

Open to juniors and seniors. One hour a week for a year.

Students who are planning to teach Latin are advised to consult the professor regarding this course.

II. Modern Languages

SUSAN ELIZABETH YOUNG, *Professor*.

FRENCH

I. Advanced Grammar; Written Exercises; Translation;
Sight Reading; Conversation.

Required of freshmen as alternate of German. Three hours a week for a year. Tuesday, Thursday, Saturday, 9.

*The hour of recitation to be arranged.

TEXTS USED.—*Grammar* (Frazer and Squair), Part II; *La Tulipe Noire* (Dumas); *La Mare au Diable* (Sand); *Les Prescieuses Ridicules* (Moliere); *Athalie* (Racine).

Other texts in reading are often used instead of those given.

2. Prose Composition; Dictation; Translation; Conversation; Sight Reading.

Required of sophomores as alternate of German. Three hours a week for a year. Tuesday, Thursday, Saturday, 11.

TEXTS USED.—*Hernani* (Victor Hugo); *Le Cid* (Corneille); *Le Misanthrope* (Moliere); *La Triade Francaise* (De Musset, Lamartine, Hugo).

Other texts in reading are often used instead of those given.

3. *Prose Composition; Dictation; Conversation; Translation; Sight Reading.

Open to students who have completed courses 1 and 2, or their equivalent. Three hours a week for a year.

TEXTS.—*French Syntax and Composition* (Bouvet); *Le Tartuffe* (Moliere); *Sept Grands Auteurs du XIXe Siècle*; *Introduction à la Littérature Francaise* (Taine).

The texts in reading will be selected from these authors.

GERMAN

1. Advanced Grammar; Written Exercises; Translations; Sight Reading; Dictation; Conversation.

Required of freshmen as alternate of French. Three hours a week for a year. Tuesday, Thursday, Saturday, 12.

TEXTS.—*Practical German Grammar* (Thomas); *Höher als die Keiche* (Von Hillern); *Bilderbuch ohne Bilder* (Andersen); *Imensee* (Storm); *Die Journalisten* (Freytag); *Wilhelm Tell* (Schiller).

Other texts in reading are frequently substituted for the above.

2. Composition and Grammar; Conversation; Translation; Sight Reading.

Required of sophomores as alternate of French. Three hours a week for a year. Tuesday, Thursday, Saturday, 1:30.

TEXTS.—*Composition* (Wesselhoeft); *Hermann and Dorothea*

*Hour of recitation will be arranged.

(Goethe); *Die Braune Erica* (Jensen); *Die Harzreise* (Heine); *Vergissmeinnicht* (Zu Putlitz).

Other texts in reading may be substituted for the above.

3. *Prose Composition; Dictation; Conversation; Translation; Sight Reading.

Open to students who have completed courses 1 and 2, or their equivalent. Three hours a week for a year.

TEXTS.—*Composition* (Wesselhoeft); *Nathan Der Weise* (Lessing); *Iphigenie* (Goethe); *Soll und Haben* (Freytag); Lyrics and Ballads.

III. English

ELIZABETH AVERY COLTON, *Professor*.

MINNIE CLAIRE MIDDLETON, *Instructor*.

English Composition

- I. English Composition.

Required of freshmen. Three hours a week for a year. Wednesday, Thursday, Saturday, 9 or 1:30.

Miss Middleton.

First semester: Exposition—special stress on structure. (Weekly themes.)

Second semester: Exposition based on authorities—bibliographies and footnotes; description; simple narration. Weekly themes.

TEXTS.—Perry's *Exposition* (American Book Co.); Nutter, Hersey, and Greenough's *Specimens of Prose Composition* (Ginn & Co.) Masterpieces studied as models of structure and style: Palmer's *Self Cultivation in English*; Stevenson's *Memories and Portraits*; Ruskin's *Crown of Wild Olive*.

Masterpieces for careful reading: *Joan of Arc* and *The English Mail Coach*; *Essays of Elia*; *Heroes and Hero-worship*; *Henry Esmond* or *A Tale of Two Cities*; selected poems from Wordsworth, Scott, Byron, Keats, Shelley, Tennyson, and Browning. [N. B.—The selection of these masterpieces will depend largely on those presented by the majority of students for admission to the freshman class. See Entrance Requirements in English. Page 32].

*The hour of recitation to be arranged.

2. Argumentation and Exposition.

Required of juniors who do not elect course 3. Two hours a week for a year. Wednesday, Friday, 9.

Miss Colton.

First semester: Argumentation—briefs and forensics.

Second semester: Exposition—critical and interpretative.

TEXTS.—Perry's *Argumentation* (American Book Co.); Winchester's *Principles of Literary Criticism*. Masterpieces for analysis of structure and style: Arnold's *Essays in Criticism*, Second Series; selections from Ruskin, Carlyle, Macaulay, Pater, and Stevenson.

3. *Description and Narration.

Open to juniors and seniors whose work is approved by the head of the department. One hour a week for a year.

Miss Colton.

First semester: Description. Stevenson's *Inland Voyage and Travels with a Donkey* will be studied in order to illustrate the theory of description and to show the technical advance Stevenson made in writing the second book. Daily practice in writing artistic description.

Second semester: Narration. Analysis of short stories by Hawthorne, Poe, Kipling, and Maupassant to bring out the theory of the modern short story. Weekly practice in writing short stories.

English Literature

1. Outline History of English Literature.

Required of sophomores. Three hours a week for a year. Tuesday, Thursday, Saturday, 12.

Miss Colton.

The object of this course is to give the student a general survey of English literature and to prepare her for more specialized work. The course is conducted by lectures and by critical study of selected masterpieces. The lectures follow the course outlined in the *Syllabus of Lectures on the History of English Literature* by the Wellesley College Department of English Literature and *The Century Outlines for a Course in English Literature*. Papers or written reviews every three weeks.

*Hour of recitation will be arranged.

The following masterpieces have been selected for careful reading and class discussion: Tinker's *Translations from Old English Poetry*; *Beowulf*; Chaucer's *Prologue*, *Knight's Tale*, and *Nun's Priest's Tale*; *Sir Gawain and the Green Knight*; Malory's *Morte D'Arthur*; old English ballads; *Everyman*; Spenser's *Faerie Queene*, Book I; Sidney's *Apologie for Poetrie*; songs of the sixteenth century dramatists; Bacon's *Essays*; Plutarch's *Lives*—*Pericles*, *Demosthenes*, *Cicero*; six of Shakspeare's plays; Milton's *Paradise Lost*, Books I and II; seventeenth century lyrics; Dryden's *Absalom and Achitophel*; Bunyan's *Pilgrim's Progress*; Pope's *Rape of the Lock*; Swift's *Gulliver's Voyage to Lilliput*; Goldsmith's *She Stoops to Conquer*; selections from nineteenth century poets.

2. English Drama through Shakspeare.

Open to juniors and seniors. Three hours a week for a year.
Tuesday, Thursday, Saturday, 9.

Miss Colton.

This course attempts to trace the development of the drama from the Easter Mystery to Shakspeare; to observe the structure and artistic principles of the Elizabethan drama; and to note the development of Shakspeare's art and his place in the Elizabethan literature. Most of Shakspeare's plays will be read in chronological order; several will be studied closely.

3. *American Literature.

Open to juniors and seniors. Two hours a week for a year.

Miss Colton.

This course attempts to give a comprehensive account of American literature. Stress will be laid in class on a few representative writers of each of the different sections of the country.

4. †English Poetry of the Nineteenth Century.

Open to juniors and seniors. Three hours a week for a year.

Miss Colton.

Careful study of Wordsworth and Coleridge; Shelley and Keats;

*Not offered in 1911-'12.

†Hour of recitation to be arranged.

Tennyson and Browning; with selections from Byron, Scott, Landor, Arnold, Rossetti, Morris, and Swinburne.

5. *Development of English Prose Fiction.

Open to juniors and seniors. Three hours a week for a year.

Miss Colton.

The metrical romance of the fourteenth century; the chivalric romance of the fifteenth century; the sixteenth century experiments with new types; the eighteenth century novel; the nineteenth century romance and novel. Emphasis will be placed on selected masterpieces from the following nineteenth century novelists: Jane Austen, Scott, Dickens, Thackeray, George Eliot, Meredith, Hardy, James.

IV. Mathematics

LARKIN DOUGLASS WATSON, JR., *Professor.*

1. Algebra and Geometry.

Required of freshmen. Three hours a week for a year.

Tuesday, Thursday, Saturday, 10 or 1:30.

First semester: *Algebra*.—The study of algebra begins at binomial theorem and continues through probability. A thorough understanding of the underlying principles and practice in solving examples is equally emphasized.

TEXT.—Well's *College Algebra*.

Second semester: *Geometry*.—Plane and Solid Geometry, with lectures and parallel reading on the History of Mathematics.

Precision in stating an argument and original investigation on the part of the student are the ends aimed at.

2. Algebra and Trigonometry.

Required of sophomores. Three hours a week for a year.

Wednesday, Thursday, Saturday, 11.

First semester: *Advanced Algebra*.—Completes the subject of algebra, beginning at continued fractions. Trigonometry is taken up.

Second semester: *Trigonometry*.—The subject of Trigonometry, Plane and Spherical, is completed.

TEXT-BOOK.—Wentworth's *Trigonometry*.

*Hours of recitation to be arranged.

3. *Analytical Geometry.

Open to students who have completed courses 1 and 2. Three hours a week for a year.

Loci and their equations, right line, different systems of co-ordinates, conics, equations of the second degree and higher plane curves. History of Mathematics.

4. *Differential and Integral Calculus.

Open to students who have completed course 3. Three hours a week for a year.

5. *General Astronomy.

Open to students who have completed course 2. Three hours a week for a year.

The course embraces historical and general information concerning celestial phenomena and the relations of the solar system. The course is descriptive, using only so much of mathematics as will enable the student to acquire a good understanding of the facts and the processes by which they have been ascertained. One period of two hours will be given each week to laboratory exercises with atlas, ephemeris and globe such as will thoroughly acquaint the student with the philosophy of the celestial sphere. One period of the course will consist of observations of the heavens with the naked eye and equatorial telescope.

V. History

MARY SHANNON SMITH, *Professor.*

I. European History.

Required of sophomores. Three hours a week for a year.
Tuesday, Thursday, Saturday, at 9.

The course is conducted by means of informal discussions, recitations, occasional hour examinations, and a final examination at the close of each semester.

Each student is required to keep a loose-leaf note book and to do a large amount of collateral reading. There are one or two special papers during the year. Besides the subject-matter of the paper, emphasis is placed on the best way to get and arrange historical material.

*Hour of recitation will be arranged.

This is a sophomore study and should not be taken until English 1 has been completed.

TEXTS REQUIRED.—Robinson, *History of Western Europe*; Trenholme, *A Syllabus for the History of Western Europe*; *Current Events*; *Directions for Written Work in History*.

2. English History.

Open to juniors and seniors. Three hours a week for a year.
Tuesday, Thursday, Saturday, 1:30.

First semester: England from the earliest historic times through the Tudor period.

Second semester: From the Stuart period to the present time.

The method of work is similar to that of History 1, but more advanced. Special emphasis is placed on the relations between England and America.

History 2 may be elected either semester, although students are urged to take the full year's work. It will alternate with 5.—Principles of Economics.

TEXTS REQUIRED.—Cheyney, *A Short History of England*; Trenholme, *An Outline of English History*; *Current Events*; *Directions for Written Work in History*.

3 and 4. American History.

Open to all seniors. Three hours a week for a year. Tuesday, Thursday, and Saturday at the pleasure of the Professor, at 10.

Courses 3 and 4 are usually given in alternate years.

*3. American Colonial and Revolutionary History to 1783.

4. History of the United States since 1783.

As the students have unusual opportunities for study and research at the State Library, most of the work of the class is done there.

TEXTS REQUIRED.—Channing and Hart, *Guide to the Study of American History*; *Current Events*; *Directions for Written Work in History*.

5. *Principles of Economics.

Open to juniors and seniors. Three hours a week for a year.
Tuesday, Thursday, Saturday, 1:30.

This course will alternate with History 2.

*Not given in 1911-1912.

VI. Natural Science

J. GREGORY BOOMHOUR, *Professor.*

DR. ELIZABETH DELIA DIXON-CARROLL, *Professor
of Physiology and Hygiene.*

Biology

1. General Biology.

Required of freshmen. Three hours a week for a year. Lectures, Wednesday, Friday, 10. Laboratory: Section A, Tuesday, Thursday, 2:30-4:30; Section B, Wednesday, Friday, 2:30-4:30.

Each pupil is provided with a compound microscope and dissecting instruments for making a detailed study of typical specimens from each of the principal groups of plants and animals, with reference to their structure, functions and development. The results of these studies and the principles of relationship and classification are discussed in the lectures.

Field excursions constitute a part of this course. Those taking the course should arrange their other duties so that this field work may be done the first Monday of each month.

Laboratory fee, \$2.00.

2. General Inorganic Chemistry.

Required of juniors. Three hours a week for a year. Lecture, Wednesday, 1:30. Laboratory: Tuesday and Saturday, 9-12.

This course is an introduction to the fundamental principles of Chemistry. Much time is given to laboratory exercises in preparing and studying the more common elements and compounds. These investigations are made the basis of the lectures. Special attention is directed to chemical substances of commercial importance and to the chemistry of everyday life.

Laboratory fee, \$5.00.

TEXT.—Remsen's *Briefer Course*.

3. Physiology and Hygiene.

Required of seniors. Three hours a week for a year. Tuesday, Thursday, Saturday, 11.

TEXT.—Kirke's *Hand Book of Physiology*.

4. *General Physics.

Open to juniors and seniors. Three hours a week. Thursday, Friday, Saturday, 1:30. Lectures, Wednesday, Friday, 11. Laboratory, Saturday, 11-1.

This course combines laboratory work, classroom demonstrations and lectures, for presenting the most important principles involved in the study of mechanics, sound and light. Special apparatus has been provided for laboratory exercises in this department.

TEXT.—Millikan and Gale.

5. Geology.

Open to juniors and seniors. Three hours a week. Thursday, Friday, Saturday, 1:30.

A study of the agencies now in operation modifying the surface of the earth, the structure, rocks and minerals of the earth's crust; the history of the development of the earth-structure and of the organic kingdoms.

The department is provided with a small but representative collection of mineral products of the State and minerals and fossils from other States, and the class has access to the State Museum, which contains a large collection of lithological and mineralogical formations.

TEXT.—LeConte.

The following additional electives are offered in the department of Natural Science:

Botany; Zoology; Analytical Chemistry. Each of these electives may be taken in one semester so as to count two hours, or for the year so as to count three hours. Those expecting to elect in this department should consult with the professor on the day of General Registration at the time the Classification Committee first meets.

Medical Preparatory Course.

Young women who propose entering the profession of medicine and who do not feel able to take a four years' course, should give at least a year or two to the study of those branches which form the basis of a medical education. To meet the

*Not offered in 1911-1912.

needs of this class, a two years' Medical Preparatory Course is offered. Where it is found impracticable to take the two years' work, a selection of the more important studies may be made.

The requirements for entrance are the same as those for the A.B. degree.

VII. Bible and Philosophy

LEMUEL ELMER McMILLAN FREEMAN, *Professor.*

Bible

1. Old Testament History and Life of Christ.

Open to college students who intend to take only one year in Bible and who do not meet the requirements for other courses. Two hours a week for a year.

2. Hebrew History and Prophecy.

Intended primarily for sophomores, but open to all classes. Three hours a week for a year.

3. The Life of Christ.

Open to students who have completed course 2. Three hours a week for the first semester.

4. The History of the Apostolic Church.

Open to students who have completed course 1 or course 3. Three hours a week for the second semester.

5. Sunday School Pedagogy.

Open to all college students. One hour a week for a year.

Philosophy

1. Psychology.

Required of juniors. Three hours a week for the first semester.

TEXT.—Angell's *Psychology*.

2. Ethics.

Required of juniors. Three hours a week for the second semester.

3. Logic.

Open to students who have completed psychology. Two hours a week for the first semester.

4. Sociology.

Open to students who have completed psychology. Two hours a week for the second semester.

Special attention is given to present-day social problems and methods of reform.

5. The Development of Christian Theism.

Open to students who have completed Bible 1, or Bible 2, 3, and 4, and psychology. Two hours a week for a year.

The development of the conception of God is traced from the early Semitic period to the present time. Attention is given to the development as shown in the Old and New Testaments, the influence of Greek, German, and English philosophy, and the influence of the modern scientific movement.

VIII. Education

MARY SHANNON SMITH, *Professor.*

It is desirable that all students who expect to teach should know the principles of their profession; but as most women deal, either directly or indirectly, with education and the training of children, the following courses should be of general value:

1. *†History of Education.

Open to juniors and seniors. Two hours a week for a year. Wednesday and Friday at 10.

First semester: History of Education to Modern Times.

A somewhat hurried survey of the educational ideals and practices of the past with special reference to their influence on the present.

Second semester: History of Education in Modern Times.

*Courses 1 and 2 are given alternate years. Course 1 not given 1911-1912.

†Students may count a third hour by extra work under supervision of the professor.

A more detailed study of education from the later sixteenth century with an examination not only of the ideas of the great modern thinkers but of the changes in the problem following the industrial revolution of the eighteenth century and the rise of democracy in the nineteenth.

The course is conducted by means of informal discussions, recitations, occasional hour examinations, and a final examination at the close of each semester.

Each student is required to keep a loose-leaf note book and to do a large amount of collateral reading. There are one or two special papers during the year. Besides the subject-matter of the paper, emphasis is placed on the best way to get and arrange material.

TEXT.—Monroe, *A Brief Course in the History of Education*.

2. *Educational Psychology and Child Study.

Open to juniors and seniors. Two hours a week for a year.
Wednesday and Friday at 10.

First semester: Educational Psychology.

In this course the principles of psychology that apply to teaching are studied in order that education may conform as far as possible to natural laws.

TEXTS.—Thorndike, *Elements of Psychology*; Thorndike, *Principles of Teaching*. Collateral reading.

Second semester: The physical and mental development of children.

This subject should have a special interest for all who expect to deal with child life, whether in the home or school. The work is based on psychology.

TEXT.—Kirkpatrick, *Fundamentals of Child Study*; collateral reading.

There will be lectures, class discussions, and one or two papers each semester.

It is expected that all students will have taken Biology and be taking General Psychology and Ethics.

3. *The Principles of Education and Methods of Teaching.

Open to seniors. Two hours a week for a year. Wednesday and Friday at 9.

First semester: The Principles of Education.

A study of modern educational theory.

*Students may count a third hour by extra work under supervision of the professor.

TEXTS.—Bagley, *The Educative Process*; Hanus, *Educational Aims and Educational Values*; Spencer, *Education*; collateral reading.

Second semester: Methods of Teaching.

The work will include a brief survey of the course of study prescribed by the State for the grades and high schools; preparation of lesson plans; instruction in the keeping of a register and in the making of school reports; school laws of the State; lectures on school management.

The students also have the privilege of observing in the city public schools. This opportunity is given through the kindness of Superintendent Harper and the Board of Education of Raleigh. The observation of work done by experienced teachers is always of value.

TEXTS.—Bagley, *Classroom Management*; Colgrove, *The Teacher and the School*; McMurry, *How to Study and Teaching How to Study*; text-book library; collateral reading.

During the year the class will be expected to study the books prescribed by the State for the Teachers' Reading Circles and to read *North Carolina Education* and *Current Events*.

Besides a carefully selected library of modern books on education, the department has also a complete set of the United States Reports from 1867; the Bulletins of the United States Department of Education; a classified list of school reports and courses of study from typical towns, cities, and States throughout the country; a collection of pamphlets and articles on various subjects of current educational discussion and interest; and a text-book library.

Register of College Students

Senior Class

County.

Allen, Lillian May.....	Haywood.
Arthur, Lucile Ellington.....	Carteret.
Bennett, Harriette Connie.....	Sampson.
Boyd, Emily Cornelia	Mecklenburg.
Byrum, Emma Casey.....	Chowan.
Copple, Beulah Elaine.....	Union.
Howard, Viola Pearl.....	Sampson.
Hunter, Essie Dale.....	Wake.
Huntley, Emily Toy.....	Anson.
Keith, Lila Mary.....	New Hanover.
Lane, Bessie Evans.....	South Carolina.
Memory, Fay Rachel.....	Columbus.
Middleton, Ada Maie.....	Duplin.
Middleton, Minnie Claire.....	Duplin.
Stone, Lila May.....	Wake.
Weathers, Willa Louise.....	Chatham.

Junior Class

Bass, Elizabeth Anne.....	Wake.
Carter, Marvel Inez.....	Wake.
Ditmore, Lula Caroline.....	Swain.
Edmundson, Eunice Lee.....	Wayne.
Edmundson, Lois Mildred.....	Wayne.
Ervin, Margaret Edna.....	Catawba.
Holland, Alma Leonora.....	Bladen.
Johnson, Frances Livingston.....	Wake.
Jones, Sallie Wesley.....	Wake.
Johnson, Ruby Catherine.....	Sampson.
Ledbetter, Ida Belle.....	McDowell.

County.

Olive, Lida May.....	Wake.
Watson, Kate McArn.....	Scotland.
Williams, Lillian Daniel.....	Virginia.
Wilkinson, Mary Virginia.....	Wake.

Sophomore Class

Camp, Sallie Shepherd.....	Virginia.
Carmon, Elizabeth Clifton.....	Craven.
Carroll, Bertha Lucretia.....	Pitt.
Eaton, Phoebe	Davie.
Grindstaff, Lucye Evelyn.....	Jackson.
Herring, Hattie Laura.....	Lenoir.
Hester, Hally Elizabeth.....	Polk.
Highsmith, Annie	Cumberland.
Highsmith, Mamie	Cumberland.
Horn, Gertrude Cecelia.....	Forsyth.
Josey, Sallie Merriam.....	Halifax.
Kelley, Bernice Christiana.....	Wake.
Newton, Margaret Olinda.....	Sampson.
Norwood, Lou Wilkins.....	Wayne.
Steele, Mary Susan.....	Scotland.
Tucker, Wallace	Buncombe.

Freshman

Alderman, Minnie Viola.....	Chowan.
Anderson, Meda Elizabeth.....	Madison.
Ballentine, Lillian Mabel.....	Wake.
Baucom, Mary Swannanoa.....	Wake.
Benton, Eunice Gertrude.....	Union.
Bullard, Katie Victoria.....	Cumberland.
Bullard, Sallie Leanna	Cumberland.
Collins, Inda Grey.....	Wake.

County.

Elam, Willis Ola.....	Virginia.
Farrior, Minnie Bryan.....	Wake.
Fleming, Myrtha Frances.....	Wake.
Futrell, Martha Louise.....	Halifax.
Gosney, Minnie Stamps.....	Wake.
Griffin, Mattie Vivian.....	Chatham.
Howard, Lillie Williams.....	Sampson.
Johnson, Roe Bertha.....	Robeson.
Keith, Adeleine Rulfs.....	New Hanover.
Lancaster, Forest Margaret.....	Robeson.
Lyon, Janie Olivia.....	Bertie.
Markham, Lelia Belle.....	Durham.
Martin, Sallie Emma	Surry.
Memory, Maude	Columbus.
Moore, Mary Nelson.....	Cleveland.
McKaughan, Annie	Virginia.
McNeill, Isabelle	Scotland.
Nash, Minnie	Pasquotank.
Perry, Callie Dorothy.....	Pasquotank.
Petty, Kathleen Louise.....	Guilford.
Sentelle, Jennie Mae.....	Haywood.
Spoon, Maytie LaGrange.....	Alamance.
Stone, Alma Irene.....	Orange.
Sutton, Effie Eloise.....	Wayne.
Tyner, Cora Leigh.....	Robeson.
Watson, Euphenia Livingston.....	Robeson.
Watson, Fannie Louine.....	Cumberland.
Wiggins, Hattie Abi.....	South Carolina.
Wilkinson, Lilian Agnes.....	Wake.
Willet, Ethel	Craven.
Winstead, Annie Loraine.....	Person.

Students from other Schools taking work in The College, 76.

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School of Elocution

School of Art

School of Music

School of Elocution

CAROLINE BERRY PHELPS, O.M., A.M., *Professor*

STUDENT BOSTON UNIVERSITY.
EMERSON COLLEGE OF ORATORY, O.M.; ADRIAN COLLEGE, A.M.
STUDENT CORNELL UNIVERSITY.

Elocution is invaluable in every vocation of life. Excellence in general reading with a well modulated voice and distinct enunciation is as desirable in the home and in the social circle as in public.

The aim of this school is to give a personal culture in creative thinking and in interpretation; to train teachers and platform artists.

The course of study is arranged to meet the requirements of the best Schools of Elocution.

One play for public presentation will be given the first Monday night in May.

Elocution I, II, III, IV, in class or private lessons, are open to all college students. Not more than six hours of this work will count toward the A.B. degree.

Admission

The requirements for admission to the Freshman class are the same as for the A.B. course. (See pages 28-38.)

Requirements for Graduation

The "General Requirements" are the same as for the A.B. degree. (See page 39.)

To be entitled to the diploma in Elocution the student must have completed, in addition to the regular prescribed course in Elocution, which includes two private lessons each week and twenty-four hours of the work leading to the A.B. degree, six-

teen hours of work to be elected from courses which count toward the A.B. degree. On the satisfactory completion of this work under the restrictions prescribed, the student will be recommended for the diploma in Elocution.

Outline of Course for Diploma in Elocution

1. Class Work.

Required of freshmen. Two hours a week for a year. Tuesday, Friday, 9.

Private lessons—two half hours a week.

Vocal technique; platform deportment; gesture; extemporaneous speaking; declamation.

TEXTS.—Clark and Blanchard, *Practical Public Speaking*; J. E. Southwick, *Expressive Voice Culture*.

English 1 and Latin 1 required.

2. Class Work.

Required of sophomores. Two hours a week for a year. Wednesday 9, Saturday 11.

Private lessons—two half hours a week.

Extemporaneous speaking (preparation of material for lectures, interpretative recitals and readings).

First semester: Parliamentary practice.

Second semester: History of oratory.

TEXTS.—Sear's *History of Oratory*; Roberts' *Rules of Order*.

English 2, Latin 2, and History 1 are required.

3. Class Work.

Required of juniors. Two hours a week for a year. Wednesday and Saturday, 10.

Private lessons—two half hours a week.

First semester: Scriptural interpretation; Shakspeare, one comedy.

Second semester: Goethe's *Faust*.

TEXTS.—Moulton's *Short Introduction to the Literature of the Bible*; *Job*, *Modern Readers' Bible*; *Faust*, translated by Bayard Taylor; Shakspeare (Hudson Edition).

English 3, 4 and 5 are required.

4. Class Work.

Required for seniors. Two hours a week for a year. Tuesday and Friday, 11.

Private lessons—two half hours a week.

First semester: History of the drama to the time of the miracle, mystery and morality plays (including plays of Æschylus, Sophocles, Euripides).

Second semester: Shakspeare, one tragedy; Robert Browning, special study is given the *Ring and the Book*.

The study of the dramatic is eminently valuable as a means of personal culture; it cultivates the imagination, it broadens the sympathies. The plays are studied in their twofold relation as dramatic art and as literature.

TEXTS.—Moulton's *The Ancient Classical Drama*; Robert Browning's complete works.

English 6 or 7, or 8 or 9 is required.

Register of Students

School of Elocution

Senior Class

Thompson, Annie Judson.....Kapp's Mill, Surry.

Junior Class

Sophomore Class

Lovill, Mary Elizabeth.....Mt. Airy, Surry.

Freshman Class

Woodall, Jessie Virginia.....Raleigh, Wake.

Elocution Only

Rudy, Mrs. Ray Prenss.....Raleigh, Wake.

Students from other Schools electing work in Elocution, 16.

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School of Art

IDA ISABELLA POTEAT, *Professor.*

NEW YORK SCHOOL OF ART; COOPER UNION ART SCHOOL, NEW YORK; SCHOOL OF APPLIED DESIGN, PHILADELPHIA; PUPIL OF MOUNIER; CHASE CLASS, LONDON.

ANNA HARDEE PRIDGEN, *Student Assistant.*

The Art Department is accommodated in a large and well-adapted Studio on the fourth floor of the Main building. It is furnished with models and such artistic material as is necessary for art work, and is well lighted with large windows and skylights sloping to the north.

The system of instruction in this school is the same as that adopted by the leading instructors of New York and Philadelphia. It seeks to develop originality and encourage the individuality of the student. Art and Nature are brought together in a practical and critical way.

Talks on art will be given regularly throughout the year, and lectures by specialists on leading art subjects will be provided for during the winter months.

An Art Club, which meets once a week for the study of current events, is not only a pleasant social occasion, but gives the students an opportunity to know what is being done in the world of art at the present time. The best art magazines are at the disposal of the students and are reviewed and discussed freely in this club.

No student will be permitted to register in the School of Art for less than one-quarter of a year, or one-half semester.

Art Medal

To encourage originality and develop the true art spirit, Miss Fannie E. S. Heck offers a gold medal for the best piece of original work done in Meredith College, either from life

or nature, or embodying an ideal conception. Any medium may be used. The merit of the work is passed upon by two competent critics not connected with the school, assisted by the instructor in charge.

If the work does not reach the required standard, the medal will be withheld.

Admission

The general requirements are the same as for admission the College.

To enter the School of Art, in the regular course leading to graduation in art, the student must have completed ten units of the Entrance Requirements for the A.B. degree (see pages 28-38).

Students in the School of Art will be allowed conditions as follows:

Modern Language, one unit; Science or History, one unit; and English or Latin, one unit.

All conditions must be removed before the Senior year.

Requirements for Graduation

The regular course in the School of Art will cover four years, but a student is not held back till the end of the year if her work warrants promotion beforehand.

Graduation in the school is intended to include a trip to the Northern cities for the purpose of studying the collections of art to be found there.

Students who have satisfactorily completed the courses in the School of Art and who have also completed thirty-three hours of literary work in addition to the ten units offered for entrance, will be entitled to a Diploma of Graduation in the School of Art.

Outline of Course

1. First Year Drawing.

Charcoal drawing from geometrical solids and vases; lead-pencil drawing after foliage and flowers from nature; drawing from still-life in crayon, charcoal, pen and ink; flat washes in water-color; modeling, perspective.

All students should take this course, as it is a preparatory class for all the branches taught in the school, and the training obtained here is equally valuable for future portrait-painter, designer and illustrator. It is so arranged that a student progressing from simple to complex, learns to represent the forms and aspects of objects faithfully, and acquires facility in handling the various mediums.

2. Advanced Drawing.

Antique drawing from models of parts of human figures, drawing from full-length figures and casts, drawing from draped life models; advanced modeling; perspective; out-door sketching; composition.

3. Painting.

Painting from still-life in oil, water-color, and pastel.

4. Painting.

Color studies of foliage, fruits, and flowers from nature; outdoor sketching in all mediums; painting from the head, and the draped life model; perspective; composition; art history.

5. Painting.

Figure, landscape, and portrait painting from nature; perspective; composition; art history.

6. China Painting.

First year: Principles of porcelain decoration, study of technique, flower painting.

Second year: Enamels, lustres, and application of original designs.

7. Applied Design.

Freshman and sophomore years: Geometrical drawing, freehand drawing, historical ornament.

Junior and senior years: Elements of ornamentation, practical designing, applied design, historical ornament, color harmony, basketry, stenciling, and tooled leather.

8. Art History.

Two hours a week for a year. Required of art students and elective for the A.B. degree.

In the junior year a general survey of Art History will be given, using as a basis Goodyear's *History of Art*.

Parallel reading is required in the following works, to be found in the libraries of the College and of the city. Work upon these texts is supplemented by such illustrative material as is found in the State Museum and afforded by the architecture of the city, and good prints of the best examples of art are used freely.

TEXTS.—Luebke's *History of Art*; Gardner's *Handbook of Greek Sculpture*; Tarbell's *History of Greek Art*; Bulfinch's *Mythology*; Marquand and Frothingham's *History of Art and Sculpture*; Marquand and Frothingham's *History of Architecture*; Vasari's *Lives of the Painters*; Hurl's *Studies of the Old Masters*; Van Rensselaer's *English Cathedrals*; Muther's *History of Modern Art*; Reber's *History of Ancient Art*; Van Dyke's *History of Painting*; Goodyear's *Mediæval Art*.

9. Art History 2.

Two hours a week for a year. Required of art students.

The method of work is similar to that of Art History 1.

TEXTS.—Winkelman's *History of Ancient Art*; Lessing's *Laoköon*; Reber's *History of Ancient Art*; Reber's *Mediæval Art*; Gardner's *Handbook of Greek Sculpture*; Hamlin's *History of Architecture*; Reinach's *Apollo*; Symonds' *Renaissance in Italy*; Mrs. Oliphant's *Makers of Florence*; Ruskin's *Modern Painters*; Mau's *Pompeii, Its Life and Art*; Lanciani's *Pagan and Christian Rome*; Mrs. Jameson's *Legends of the Madonna*; Hoppin's *The Early Renaissance*; Hoppin's *Great Epochs in Art History*; Luebke's *History of Art*; Walter's *History of Ancient Pottery*; Goodyear's *Renaissance and Modern Art*; Coffin's *The Story of American Painting*; Holmes's *Hakusai*; Van Dyke's *Art for Art's Sake*; Ruskin's *Stones of Venice*.

The following work in the A.B. course is recommended for students in the School of Art.

FRESHMAN YEAR.

French 4 hours.
Mathematics 4 hours.
Elective 3 hours.

JUNIOR YEAR.

English 3 hours.
History 3 hours.

SOPHOMORE YEAR.

Latin 4 hours.
English 4 hours.
Elective 2 hours.

SENIOR YEAR.

English 3 hours.
History 3 hours.

Register of Students

School of Art

Senior Class

County.

Denmark, Leonita Wake.
Ivey, Ruth Claire.....Wake.

Junior Class

Shugart, Alice Yadkin.
Webb, Frances Amis.....Granville.

Sophomore Class

Middleton, Lucy Duplin.
Pridgen, Anna Hardee.....Lenoir.

Freshman Class

Sams, John Robert Loduska.....Madison.
Watson, Euphenia Livingston.....Robeson.

Art Only

Bardwell, Bertha Wake.
Haynes, Virginia Rutherford.
Heck, Pearl Chadwick.....Wake.
Ray, Elizabeth Madison.
Sanders, Lucy Wake.
Thompson, Ellegittie Wake.
Williams, Ruth Cleveland.....Virginia.

Irregular

Carlton, Janie Duplin.

Students from other Schools electing work in Art, 7.

Students electing work in Art History, 34.

School of Music

WADE R. BROWN,

BAKER UNIVERSITY; ARTIST'S AND TEACHER'S DIPLOMA, NEW ENGLAND CONSERVATORY OF MUSIC; PUPIL OF A. K. VIRGIL, NEW YORK; STERNSCHE CONSERVATORIUM, BERLIN; PUPIL OF DR. ERNEST JEDLICZKA, BERLIN; R. HUNTINGTON WOODMAN; PUPIL OF I. PHILIPP, PARIS.

DEAN—PROFESSOR OF PIANO, ORGAN, AND INSTRUCTOR IN HISTORY OF MUSIC.

GUSTAV HAGEDORN,

PUPIL OF ADOLF HAHN AND LEOPOLD LICHTENBERG; LATE MEMBER OF CINCINNATI SYMPHONY ORCHESTRA (FIVE YEARS); PUPIL OF ISSAY BARMAS AND EDGAR STILLMAN-KELLEY, BERLIN.

PROFESSOR OF VIOLIN, ORCHESTRAL INSTRUMENTS,
HARMONY, COUNTERPOINT.

HELEN MARIE DAY,

PUPIL OF CHAS. B. STEVENS AND ARTHUR J. HUBBARD, BOSTON; CHAS. MCKINLEY, NEW YORK; MME. MATZA VON NIESSON STONE, BERLIN.

PROFESSOR OF VOICE CULTURE AND ART OF SINGING.

MARY ELIZABETH FUTRELL,

GRADUATE MEREDITH COLLEGE SCHOOL OF MUSIC; ARTIST'S AND TEACHER'S DIPLOMA, NEW ENGLAND CONSERVATORY OF MUSIC.

PROFESSOR OF PIANO AND ENSEMBLE PLAYING.

GERTRUDE SOUSLEY,

ARTIST'S AND TEACHER'S DIPLOMA, NEW ENGLAND CONSERVATORY OF MUSIC; PUPIL OF I. PHILIPP, PARIS.

ASSOCIATE PROFESSOR OF PIANO, HISTORY OF MUSIC, ANALYSIS.

HARRIETTE LOUISA DAY,

PUPIL OF MRS. HUMPHREY ALLEN; MR. ARTHUR J. HUBBARD, BOSTON; MME. MATZA VON NIESSON STONE, BERLIN.

ASSOCIATE PROFESSOR IN VOICE CULTURE.

MRS. WILLIAM JASPER FERRELL,

GRADUATE OF NANSEMOND SEMINARY; PUPIL OF MRS. GREGORY MURRAY, OF PHILADELPHIA; GRADUATE OF BURROWS KINDERGARTEN SCHOOL.

INSTRUCTOR IN MUSIC PEDAGOGY AND CHILDREN'S CLASSES.

Meredith College.

BESSIE EMERSON SAMS,

MEREDITH COLLEGE.

INSTRUCTOR IN PIANO.

ADA LOUISE SHEARIN,

MEREDITH COLLEGE.

INSTRUCTOR IN PIANO AND ORGAN.

MINNIE RUTH HAYNES,

MEREDITH COLLEGE.

INSTRUCTOR IN VOICE CULTURE.

MARY ELIZABETH McCULLERS, A.B.,

MEREDITH COLLEGE.

SUPERVISOR OF PRACTICE.

School of Music

The school aims at the production of intelligent musicians of liberal culture in the various departments of work.

Each department of the school has at its head a teacher who has been thoroughly trained in the best methods of instruction and has had years of successful teaching experience.

The school is equipped with thirty-six upright pianos, three grand pianos, one pedal piano and two organs, making a thorough equipment for teaching technical and artistic proficiency.

Admission

To enter the regular Music Course leading to a diploma in Music, a student must have completed ten units of the Entrance Requirements for the A.B. degree (see pages 28-38). She must offer three units of English and may be allowed two whole conditions and two slight conditions. In addition she must have sufficient musical and technical training to prepare her to pursue successfully the work of the Freshman year in the department of the School of Music in which she wishes to enter.

Other students may elect Music as one study, but will not be allowed more than two hours practice daily.

Requirements for Graduation

To be entitled to a diploma from the School of Music, the student must have satisfactorily completed the courses in Piano, Organ, Violin or Voice, together with the required Theoretical Courses and Literary work (see page 80, Schedule of Studies for Diploma in Music), and must have given a

public recital of standard works (from memory) in a creditable and artistic manner.

Graduates in Voice must have attained the grade of Sophomore in piano playing.

Outline of Course of School of Music

FRESHMAN YEAR.

History of Music.
Introductory Harmony and Ear Training.
Theory.
Ensemble Playing.
Solo Class, Recitals and Concerts.
Piano, Organ, Violin or Voice (two half-hour lessons per week).
English.

JUNIOR YEAR.

Advanced Harmony.
Musical Form and Analysis.
Ensemble Playing.
Solo Class, Recitals and Concerts.
Piano, Organ, Violin or Voice (two half-hour lessons per week).
German or French.

SOPHOMORE YEAR.

Harmony.
History of Music.
Ensemble Playing.
Solo Class, Recitals and Concerts.
Piano, Organ, Violin or Voice (two half-hour lessons per week).
English.

SENIOR YEAR.

Counterpoint.
Advanced History of Music.
Music Pedagogy.
Ensemble Playing.
Solo Class, Recitals and Concerts.
Piano, Organ, Violin or Voice (two half-hour lessons per week).
German or French.

Schedule of Recitations, School of Music

	TUESDAY,	WEDNESDAY,	THURSDAY,	FRIDAY,	SATURDAY,
9.00	Harmony I.	History I.	History III.	Harmony I.	History I.
10.00					
11.00	Harmony III.	Harmony II.	Theory.	Harmony III.	Harmony II.
12.00	Harmony I.	Counterpoint.		Harmony I.	Counterpoint.
1.30		Musical Analysis.			Musical Analysis.
2.30	History II.	Solo Class.		History II.	
3.30			Choir Rehearsal.		
5.00	Ensemble.	Recital.	Ensemble.	Ensemble.	

Department of Theory

1. Introductory Harmony and Ear Training.

Required of freshmen. Two hours a week for a year. Tuesdays and Fridays, 9 a. m. or 12 m.

Professor Hagedorn.

The course embraces the formation and recognition of major and minor scales, triads and intervals, and all seventh chords. The harmonization of simple melodies employing simple or primary harmonies.

TEXT.—Tapper's *First Year Harmony*.

2. History of Music I.

Required of freshmen. Two hours a week for a year. Wednesdays and Saturdays, 9 a. m.

Associate Professor Sousley.

A general survey of Musical History.

TEXT.—Hamilton's *Outlines of Musical History*.

3. Theory of Music.

Required of freshmen. One hour a week for a year. Thursdays, 11 a. m.

Professor Hagedorn.

History of notation; accent (natural and artificial); rhythm; tempo; embellishments, acoustics and orchestral instruments are studied in this course.

TEXT.—Elson's *Theory of Music*.

4. History of Music II.

Required of sophomores. Two hours a week for a year. Tuesdays and Fridays, 2:30 p. m.

Dean Brown.

The development of the art from ancient to modern times is shown, including the Greek modes, systems of notation, the Troubadours and Minnesingers, the beginnings of opera, the orchestra, the symphony; and

during the second semester special attention is given to the great masters and their influence on the development of music.

TEXT.—Parry's *Evolution of the Art of Music*.

5. Harmony.

Required of sophomores. Two hours a week for a year.
Wednesdays and Saturdays, 11 a. m.

Professor Hagedorn.

TEXT.—Foote and Spalding's *Modern Harmony*.

Figured basses and the harmonization of melodies, employing triads, diminished and secondary seventh chords, modulations, etc.

6. Advanced Harmony III.

Required of juniors. Two hours a week for a year. Tuesdays and Fridays, 11 a. m.

Professor Hagedorn.

TEXT.—Foote and Spalding's *Modern Harmony*.

Continuation of the harmonization of melodies, employing altered chords, all nonchordal elements and pedal point. Harmony completed.

7. Musical Form and Analysis.

Required of juniors. Two hours a week for a year. Wednesdays and Saturdays, 1:30 p. m.

Associate Professor Sousley.

TEXT.—Goetschius' *Lessons in Music Form*.

Chord-reading; Bach's Inventions; Primary Forms; Song and Aria Forms; Minuet, Marches, Scherzo, Rondo, Theme and Variation, the Sonata Form; the Sonata as a whole; Preludes and Fugues.

8. Counterpoint.

Required of seniors. Two hours a week for a year. Wednesdays and Saturdays, 12 m.

Professor Hagedorn.

TEXT.—Goetschius' *Exercises in Counterpoint*.

Counterpoint in the various species of two, three and four parts.

9. Advanced History of Music III.

Required of seniors. One hour a week for a year. Thursdays,
9 a. m.

Dean Brown.

The Evolution of Music; the Polyphonic Period; Music of the Western Church; Study of Modern Opera and the Wagner Music Drama.

10. Music Pedagogy.

Required of seniors. Three hours a week for a year. Hours
to be arranged.

Mrs. Ferrell.

A course of lectures dealing with the principles and methods of piano instruction, and practice in teaching under the direct supervision of the instructor, giving students the immediate opportunity of testing the knowledge gained in the lectures.

11. Chorus and Choir Training.

Open to all students having good singing voices. One hour a
week for a year. Tuesdays, 8 p. m.; Thursdays, 3:30 p. m.

Dean Brown.

Tuesday evenings are the regular rehearsals of the Raleigh Choral Society in the College auditorium.

Thursday afternoons are the regular rehearsals of the College Choir, composed of fifty-two selected voices. The best sacred music—consisting of hymns, chants, and anthems—is studied, and the choir leads the music in chapel exercises, besides being heard occasionally in vesper services Sunday afternoons.

NOTE.—Courses 1, 4, 5, 6, 7, 8, 9 and 11 are electives in the College of Liberal Arts, and receive the indicated credit. The maximum credit allowed is 6 hours.

Department of Pianoforte

PROFESSOR: WADE R. BROWN.

ASSOCIATE PROFESSORS: MARY ELIZABETH FUTRELL.

GERTRUDE SOUSLEY.

INSTRUCTORS: BESSIE EMERSON SAMS.

ADA LOUISE SHEARIN.

The course of study in pianoforte includes all grades of exercises and compositions required for the most systematic development in execution and interpretation, both for teaching and artistic performance. Especial attention is paid to the development of a musical touch and a refined and intelligent style of playing. It will be the effort of the teacher to adapt the instruction to the personal needs of the student.

Students on entering are graded according to the quality, not the quantity of past work.

I. FRESHMAN.

Technical exercises for the development of flexibility and velocity. Practice of scales, chords, arpeggi, and passage work in various rhythms, selected studies in the grade of the following: Czerny, *Op. 299*; Krause, *Trill Studies, Op. 2*; Heller, *Selected Studies*; Bach, *Little Preludes*.

Easy Sonatas and other compositions by standard composers at the discretion of the teacher.

2. SOPHOMORE.

Technical exercises requiring a higher degree of velocity and mental and musical control. Practice of scales, chords, arpeggi, with various accents and rhythmical treatment.

Doering, *Octave Studies*; Cramer, *Selected Studies*; Bach, *Two and Three-part Inventions*; Czerny, *Op. 740*; Sonatas and other standard compositions of medium difficulty.

3. JUNIOR.

Special technical exercises for overcoming the difficulties met with in the works of classic and modern composers.

Kullak's *Octave School, Part I*; Clementi, *Gradus Ad Parnassum*; Kleinmichael, *Special Etudes, Op. 50, Books I and II*; Chopin, *Preludes*;

Sonatas and Solo works by Beethoven, Schumann, Mendelssohn, and other compositions of merit, character and excellence by composers of all periods.

4. SENIOR.

Advanced technical work continued.

Bach, selections from the *Well-tempered Clavichord*; special Etudes of different composers appropriate to this grade; Chopin, the easier Etudes; standard compositions by Beethoven, Mendelssohn, von Weber, Tschaikowsky, Brahms, Greig, etc.

5. GRADUATE COURSE.

For those desiring to perfect themselves more fully in the technic and the artistic rendition of the more difficult Etudes of Chopin, Liszt, Henselt, Rubinstein, etc., and the larger and more important works in the entire range of piano literature, with special reference to working up a repertoire for public performance. Wide discretion will be exercised in selecting works to be studied.

Department of Organ

WADE R. BROWN, *Professor*.

ADA LOUISE SHEARIN, *Instructor*.

The great and growing need for well-trained church organists, and the inadequate means of instruction in this section of the country, justify us in our effort to provide the facilities necessary to enable persons of talent to prepare themselves fully for the responsible work to which a church or concert organist is called.

A large three-manual organ has been installed in the College auditorium. The instrument has three manuals, forty-one stops, and 2,068 pipes. It was built by Johnson, of Westfield, Massachusetts.

The course of instruction provides for a thorough training in all that pertains to a mastery of the organ for church or concert use, including drill in fundamental organ technic, special exercises in playing church music, voluntaries, improvisation, registration, and the art of accompaniment. The course of study is designed to give a thorough acquaintance with the best composers of the different schools of organ music.

Department of Violin and Stringed Instruments

GUSTAV HAGEDORN, *Professor.*

The training is according to the most modern and approved methods. Those sufficiently advanced are required to take part in orchestral work.

The general outline of study of the Violin Department is as follows:

1. FRESHMAN.

Kaiser's *36 Studies*; Jacques Dont's *20 Progressive Exercises*; Schradieck's *Technical Studies, Book I*, and pieces to suit grade.

2. SOPHOMORE.

Mazas' *Studies, Op. 36*; Dont's *Op. 37*; *24 Preparatory Exercises to Rode and Kreutzer*; Ries, *Op. 26, 15 Violin Studies*; Hrymali's *Scale Studies*. The easier sonatas and pieces.

3. JUNIOR.

Kreutzer's *Forty-two Caprices*; Campagnoli, *Op. 18, 7 Divertissements*; Meertz, *12 Studies for the Bow*; Dancla, *Op. 74*. Easier Beethoven and Mozart Sonatas, and Concertos by Rode, Viotti and De Beriot.

4. SENIOR.

Fiorillo, *36 Etudes*; Rode, *24 Caprices*, Alard, *Op. 16*. Selections from Bach's Sonatas for Violin Solo; Modern Sonatas by Grieg, etc.; Concertos by Bruch, Mendelssohn, Spohr.

5. GRADUATE COURSE.

Gavinies, *24 Matinées*; Leonard's *Gymnastique du Violin*; Dont's *Op. 35, Op. 1, 25 Studies*; Modern Concertos by Godard, Molique, Vieuxtemps, Spohr, and Fantasies by Leonard, Wieniawski, Hubay, Wilhelmj; Sonatas by Sjögren, Huber, and the more difficult ones of Beethoven.

Department of Voice Culture

HELEN MARIE DAY, *Professor.*

HARRIETTE LOUISA DAY, *Associate Professor.*

MINNIE RUTH HAYNES, *Instructor.*

It is intended to teach every branch connected with the proper cultivation of the voice. The course includes such exercises as will give the student the proper use of the vocal organs, the control of the breath, the physiology of the vowels and consonants, the application of the words to music, etc. Students will receive the best possible drill in exercises for obtaining correct use and flexibility of the voice, and will be thoroughly instructed in the use of songs for the home, the requirements of the church, and for the concert stage.

I. FRESHMAN.

Development of the chest; breath control and its influence on tone; breathing allied with attack, tone placing and tone formation; resonance; throaty, nasal and white tones corrected; tremolo eliminated.

STUDIES.—Behnke and Pearce; Concone; Vaccai.

2. SOPHOMORE.

Exercises for breath control, tone placing and tone formation continued. Exercises for the equalization of the registers; staccato tone and attack; sustaining tones and supporting the voice on the breath.

Studies by Concone and Vaccai; Easy songs in English.

3. JUNIOR.

Technical preparation; tone coloring; dynamics, the mezzo voce; the portamento; treatment of vowels and consonants; cadenzas, mordents, and trills.

STUDIES.—Concone in Italian; Abt and Marchesi; Songs in English.

4. SENIOR.

Flexibility; the broad dramatic, florid and coloratura styles; the pure legato; interpretation, style and diction, expression, phrasing and enunciation; stage presence.

STUDIES.—Italian Anthology of Song; the oratorio arias; excerpts from standard operas; songs from the German, French, Italian, and English schools.

Second, third and fourth year vocal students are advised to attend the rehearsals of the Raleigh Choral Society and required to become members of the College choir at the option of the Dean.

Ensemble Playing

Ensemble playing is one of the most practical and useful experiences a student can have, as it improves the general musicianship, especially along the lines of sight-reading and accompanying. Self-control is cultivated by the necessity for careful listening, for steadiness of rhythm, and for quick adjustment to the artistic needs of the moment. To students who are backward in reading music at sight, this practice is invaluable.

Sophomores, juniors and seniors in the Piano Course will devote one hour each week to ensemble playing.

Solo Class

As a preparation for recital and concert playing, a weekly solo class is held, at which all students enrolled in the regular course must appear. This class is of much value to those who are troubled with nervousness or timidity in performing before others. The meetings are of an informal character, and the student receives the benefit of a wider range of work than she alone is able to cover, and her ambition is kindled by observing the work accomplished by others.

Students' Recitals

All music students are required to attend the weekly students' recitals and to take part in them when requested to do so by their teacher.

Faculty Concerts

The Music Faculty give several concerts and recitals during the session, which are free to students of the Music School.

The students have frequent opportunities of hearing noted artists in concert and recital, which is of incalculable benefit to those pursuing a musical education.

The music students are expected to attend all concerts given under the auspices of the school.

Choral Society

The Raleigh Choral Society is an organization of students and local residents, of which the Dean of the School of Music is Director. The Society numbers about one hundred and fifty members. An annual Festival is held in the Spring when a professional orchestra and the best available soloists are engaged and performances of great musical works are given.

The conditions of membership are a voice of fair effectiveness, a correct ear, some knowledge of notation, and regularity in attendance.

The annual dues are \$1.50.

Music Supplies

Music students are expected to deposit a sum of money with the Dean of Music at the beginning of the session, sufficient to pay for sheet music and music supplies used. A ticket will be issued for each deposit, and unused coupons will be redeemed in full at the end of the session. Advanced students will deposit \$5.00; preparatory students, \$2.50.

Register of Students

School of Music

Graduate Students

County.

Shearin, Ada Louise.....Nash.
(Graduate in Piano.)

1

Senior Class

Blalock, Mrs. Sarah Lambert.....Virginia.

Faucette, Margaret Augusta.....Wake.
(Graduate in Piano.)

Goodwin, Rose Evans.....Pasquotank.

Loving, Juliette Cumberland.

Majette, Mary Lucille.....Wilson.

Newcomb, Alice Bayard.....Wake.
(Graduate in Piano.)

6

Certificate in Voice Culture

Lincoln, Nellie May.....Guilford.

1

Junior Class

Ashcraft, Myrtle Florence.....Anson.

Cook, Ruth Burnley.....Virginia.

Minor, Alleine Richard.....Granville.

Tyner, Edna Tryphena.....Robeson.

4

Sophomore Class

Boone, Olive Wharton.....Haywood.

Butler, Ossie Lynn.....Sampson.

Carter, Grace May.....Wake.

Elmore, Mattie Swain.

Elliott, Mary Alma.....Washington.

Neal, Hattie Maie.....Union.

Poole, Katherine Ellington.....Johnston.

County.

Parker, Janie	Montgomery.
Wilson, Morena Judson.....	Rockingham.

Freshman Class

Cooper, Nina	Wake.
Dewar, Gladys	Wake.
Gough, Caroline Melks.....	Robeson.
Johnson, Katherine Campbell.....	Davidson.

Students from other Schools electing work in Music, 17.

Music Only

Anderson, Lucille	Wake.
Angell, Annie Lee.....	Wake.
Albright, Mrs. Daisy Young.....	Wake.
Barnes, Wilkes Booth.....	Wake.
Betts, Vivian Gray.....	Wake.
(A.B. Meredith College.)	
Boyd, Claude	Wake.
Bradley, Mary Hilda.....	Wake.
Campbell, Silas F.....	Wake.
Cohen, Mrs. H. L.....	Wake.
Cooley, Robert C.....	Wake.
Durham, Ellen	Wake.
Durham, Walters	Wake.
Edgerton, Laura Foster.....	Wake.
Fleming, Selma Pearle.....	Warren.
Goodno, Rachel	Wake.
Habel, Margaret Royster.....	Wake.
Haynes, Minnie Ruth.....	Surry.
Higham, John V.....	Wake.
Hope, Mrs. Lelia Dickson.....	Wake.
Howard, Lulu Estelle.....	Sampson.
(A.B. Meredith College.)	

County.

Jackson, Gertrude Emilie.....	Harnett.
Jenkins, Mrs. Charles.....	Wake.
Jones, Emma Moore.....	Wake.
Knight, Mrs. Carrie Smith.....	Wake.
Lanneau, Mary	Wake.
Lawrence, Olivia Norfleet.....	Halifax.
Massey, Winona	Johnston.
Marshall, Lulu Baldwin.....	Johnston.
(A.B., Meredith College.)	
Martin, Joseph	Johnston.
Minor, Eva	Granville.
Minor, Julia Brent.....	Granville.
(A.B. Trinity College.)	
Moore, Lucy Katherine.....	Wake.
Parham, Sallie	Wake.
Perry, Henry Johnson.....	Wake.
Rogers, Margaret	Wake.
Rouse, Bessie	Wake.
Stephenson, Lina	Wake.
Stone, Lossie Belle.....	Wake.
(A.B. Meredith College.)	
Utley, Bessie Helen.....	Wake.
Wallace, Winifred Cobb.....	Wake.
Williams, Ethel	Robeson.
Yelvington, Mary Jessamine.....	Johnston.

MEREDITH ACADEMY

Meredith Academy

Faculty

LUCY DICKINSON, *Principal*.

VASSAR COLLEGE.

ENGLISH.

WILLIAM JASPER FERRELL, A.B.,

WAKE FOREST COLLEGE; STUDENT AT CORNELL UNIVERSITY.

MATHEMATICS.

ETHEL MAY CARROLL, A.B.,

MEREDITH COLLEGE.

HISTORY—MATHEMATICS—LATIN—FRENCH.

MINNIE CLAIRE MIDDLETON, A.B.,

MEREDITH COLLEGE.

ENGLISH—GERMAN—SCIENCE.



Intermediate and Primary Grades

VIVIAN GRAY BETTS, A.B.,

MEREDITH COLLEGE.

ELIZABETH HARLEE MacCALL,

STATESVILLE FEMALE COLLEGE.

Admission

It is the desire of the College Faculty and Board of Trustees to co-operate with the high schools and academies throughout the State, to lend them all possible assistance, and to receive their students upon their recommendations. But since many schools in North Carolina do not afford the fourteen units for admission to Meredith College, it is often necessary for students to prepare for college in Meredith Academy.

*Expenses Each Semester

Tuition

First and second years.....	\$25.00
Third and fourth years.....	30.00

Preparatory Department, School of Music:

Piano	\$15.00, \$20.00 and \$25.00
Violin	\$15.00 and 25.00

Table Board

Main Building	\$60.00
Club Building, this year.....	31.50

Room Rent

Including light, fuel and water:

Main Building:	{	Front rooms and two-girl rooms...	\$17.50
		Other rooms in Main Building.....	15.00
Fairecloth Hall			15.00
East Building			12.50
South Cottage			11.25
North Cottage			10.00

Fees

Matriculation fee (applied on Semester's bill).....	\$10.00
Library fee	1.00
Lecture fee	.75

*For full statement of payment of fees, etc., see pages 24-27.

Gymnasium fee	\$1.00
Medical fee	2.50
Piano rent, one hour daily.....	4.50
Piano rent, each additional hour.....	2.25

The graduating exercises of Meredith Academy are held each year on the Friday preceding the Commencement week of Meredith College. For 1911-1912 this will be May twenty-fourth.

Outline of Course, Meredith Academy

First Year

*Latin 2	4 hours.	Physiology	4 hours.
English 1	4 hours.	Physical Geography	2 hours.
Mathematics 1	4 hours.		

Second Year

Latin 2	4 hours.	Mathematics 2	4 hours.
English 2	4 hours.	History 2	4 hours.

Third Year

Latin 3	4 hours.	Mathematics 3	4 hours.
English 3	4 hours.	History 3	4 hours.

Fourth Year

Latin 4	4 hours.	English 4	4 hours.
Modern Languages	4 hours.	†Physics	4 hours.
		‡Elective	4 hours.

*This course will require one or two years, according to the ability and previous training of the student.

†Not offered in 1911-1912.

‡An additional unit must be offered in some college preparatory subject. See entrance requirements, pages 28-38.

Schedule of Recitations

	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
9.00	Latin II. English III.	Mathematics I. Latin II.	Mathematics I. English III.	Mathematics I. Latin II. English III.	Mathematics I. Latin II. English III.
10.00	Physiology. Latin IV.	Physical Geography.	Physiology. Latin IV.	Physical Geography. Latin IV.	Physiology. Latin IV.
11.00	History II. History III.	History II. History III. English IV.	History II. History III. English IV.	History II. History III. English IV.	English IV.
12.00	English II. Latin III.	English II. Latin III.	English II. Latin III.		English II. Latin III.
1.30	English I. Mathematics II. French.	English I. French.	Mathematics II. French.	English I. Mathematics II. French.	English I. Mathematics II.
2.30	Mathematics III. German.	Mathematics III. German.	Mathematics III. German.	Mathematics III. German.	

Courses of Instruction

I. Latin

2. *Forms and Simple Sentences.

Four hours a week for a year. Tuesday, Wednesday, Friday, Saturday, 9.

Declensions, conjugations, pronunciation, and principles of syntax. Translation and practice in writing simple English into Latin. Reading aloud according to Roman method of pronunciation. Translation from hearing as well as at sight from the printed page.

This course will require one or two years, according to the ability and previous training of the student.

TEXT.—*First Book in Latin* (Inglis and Prettyman).

3. Cæsar—Composition.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Saturday, 12.

Books I, II, III, IV of Cæsar's *Gallic War* (Bennett).

Latin Grammar (Allen and Greenough).

Three hours a week.

Prose Composition (Baker and Inglis, *High School Course in Latin Composition*).

One hour a week.

4. Cicero—Composition.

Four hours a week for a year. Tuesday, Thursday, Friday, Saturday, 10.

Six orations of Cicero (Bennett, or Allen & Greenough).

Latin Grammar (Allen & Greenough).

Three hours a week.

Prose Composition (Baker and Inglis).

One hour a week.

*This class is taught by Professor Meserve.

II. Modern Languages

1. French—Reading, Grammar.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 1:30.

TEXTS.—Fraser & Squair's *French Grammar, Part I. La Tache du Petit Pierre. La Mère Michel et son Chat. Le Tour de la France par deux Enfants.*

Work done from other texts of same grade will be accepted.

2. German—Reading, Grammar.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 2:30.

TEXTS.—Harris's *Lessons in German. Marchen und Erzählungen. Glück Auf. Immensee.*

Work done from other texts of same grade will be accepted.

III. English

1. Composition and Literature.

Four hours a week for a year. Tuesday, Wednesday, Friday, Saturday, 1:30.

COMPOSITION.—Practice in oral and written composition three times a week. Sykes's *Elementary English Composition* (Scribner's Sons). Spelling.

LITERATURE.—Bunyan's *Pilgrim's Progress*, Longfellow's *The Courtship of Miles Standish* and *Evangeline*.

2. Composition and Literature.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Saturday, 12.

COMPOSITION.—Practice in oral and written composition three times a week. Baker and Abbott's *English Composition* (Henry Holt & Co., N. Y.) will serve as a review in Grammar and in sentence structure, and will suggest definite composition work for pupils. Frequent spelling drills.

LITERATURE.—Irving's *Sketch Book*; Lowell's *Vision of Sir Launfal*; Scott's *Lady of the Lake*; Scott's *Ivanhoe*; *Lives of Great English Writers* (Houghton Mifflin & Co.).

3. Composition and Literature.

Four hours a week for a year. Tuesday, Thursday, Friday, Saturday, 9.

COMPOSITION.—Short themes, three times a week, during the first half year. Longer themes, once a week, during the second half year. Brooks and Hubbard's *Composition-Rhetoric*, Part I (American Book Co., N. Y.) Frequent spelling drills.

LITERATURE.—Poe's *Poems and Tales*; Tennyson's *Idylls of the King*; George Eliot's *Silas Marner*; Shakspeare's *Merchant of Venice* and *Julius Cæsar*.

4. Composition and Literature.

Four hours a week for a year. Wednesday, Thursday, Friday, Saturday, 11.

COMPOSITION.—Three paragraph-themes alternating with long themes each week throughout the year. Brooks and Hubbard's *Composition-Rhetoric*, Part II. Frequent spelling drills.

LITERATURE.—Shakspeare's *Macbeth*; Macaulay's *Life of Johnson*; Burke's *Speech on Conciliation With America*; Milton's *Minor Poems*; *Lives of Great English Writers*.

N. B. (1) In preparing students for college or for *life*, emphasis should be placed on composition work based on experience and observation rather than on *literary criticism*.

(2) *Teacher's Outlines for Studies in English*—Blakely—(American Book Co., N. Y.) will be found very helpful to busy high school teachers.

IV. Mathematics

1. Arithmetic and Algebra.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Saturday, 12.

First Semester. Arithmetic.

A thorough drill in the principles of arithmetic and the application to practical problems will be given, beginning with Interest.

Second Semester. High School Algebra to Fractions (1-2 unit).

The four fundamental operations; simple equations; formulas for multiplication; division by binomial factors; factoring, including highest common fraction and lowest common multiple.

This course presupposes a thorough knowledge of practical arithmetic, including fundamental operations (especially of common and decimal fractions and circulating decimals), compound numbers, percentage applications (with and without time), and extraction of square and cube root.

TEXT.—White's *School Algebra*.

2. High School Algebra through Progressions (1 unit).

Four hours a week for a year. Tuesday, Wednesday, Thursday, Saturday, 1:30.

Fractions, including complex fractions and ratio and proportion; simple equations, both numerical and literal with one or more unknown quantities; problems depending on linear equations; radicals, including evolution of numbers and polynomials; exponents, fractional and integer quadratic equations, numerical and literal, with one or more unknown quantities, and problems depending on them; the progressions, with problems depending on them.

TEXT.—White's *School Algebra*.

3. *Plane Geometry (1 unit).

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 11.

The usual theorems and constructions of good text-books, the solution of numerous original exercises and the application to the mensuration of lines and plane surfaces.

TEXT.—Wells's *Plane Geometry*.

*This class is taught by Professor Watson.

V. History

2. Ancient History to 800 A. D.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 11.

First semester: Oriental Nations, Greece.

Second semester: Rome.

Besides the work in the text-book there is collateral reading in the library each semester of, at least, two hundred pages. Notes from this reading are taken in ink in a loose-leaf note book. Selected outline maps are filled in. The second semester there are occasional special history papers. Written lessons, or tests, are given every few weeks throughout the year.

All of the written work follows the printed *Directions for Written Work in History as used at Meredith College and Meredith Academy*.

TEXTS.—West, *Ancient World*; McKinley, *Outline Atlas of Ancient History*; *Current Events*.

3. *English History.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 11.

First semester: England from the earliest historic times through the Tudor period.

Second semester: From the Stuart period to the present time.

The Supplementary work is similar in every way to that of the Second year, but more advanced.

The *Directions for Written Work in History* are carefully followed.

TEXTS.—Cheyney, *A Short History of England*; Trenholme, *Outline of English History*; McKinley, *Outline Atlas of English History*; *Current Events*.

*This class is taught by Professor Smith.

VI. Natural Science

1. Physiology and Hygiene (1 unit).

Four hours a week for a year. Tuesday, Thursday, Saturday, 10, and Friday, 4.

This course embraces the general structure of the body, digestion, circulation, respiration and the nervous system and general hygiene.

TEXT.—Martin's *Human Body*, *Briefer Course*.

2. Physical Geography (1-2 unit).

Two hours a week for a year. Wednesday, Friday, 10.

This course is devoted to a detailed study of the land forms and physiographic factors. The course will require at least one year.

TEXT.—R. S. Tarr's *New Physical Geography*.

3. *Physics (1 unit).

Four hours a week for a year. Tuesday, Wednesday, Thursday, Saturday, 12.

One year's work, including the principles of mechanics, heat, electricity, sound and light. About one-third of the time is given to individual laboratory work which is reported in carefully prepared note-books.

TEXT.—Coleman's *Elements of Physics*.

*Not offered in 1911-1912.

Register of Students

Meredith Academy

Academy Four

	<i>County.</i>
Bennett, Agnes Louise	Vance.
Blackman, Lettie Margaret	Wayne.
Bradsher, Mamie Eglantine	Person.
Brooks, Minnie Stallings	Lee.
Coley, Mary Caroline	Nash.
Dobson, Margaret Frances	Duplin.
Dunning, Joyce	Bertie.
Gulley, Margaret	Wake.
Howard, Valeria Johnson	Sampson.
Jordan, Susie Spurgeon	Transylvania.
King, Olive Colvin.....	Wake.
McIntosh, Ruby Florence.....	Richmond.
Oldham, Sallie Pickett.....	New Hanover.
Osborne, Mattie Wood	Haywood.
Page, Minnie Evangeline	Wake.
Parker, Ella	Montgomery.
Perry, Mary Gertrude	Pasquotank.
Prevatt, Dovie	Robeson.
Prevatt, Edna	Robeson.
Smith, Sarah Margaret	Bladen.
Turnley, Annie Louise	Davidson.
Underwood, Rossie Bly	Sampson.
White, Mary Havens	Sampson.
Williams, Jane Hodges	Davidson.
Williford, Lula Dorcas.....	Sampson.
Wolfe, Carrie Alice	S. C.

Academy Three

County.

Ashworth, Lillie Belle	Davidson.
Barbour, Lily Ethel	Johnson.
Boone, Nina	Guilford.
Brevard, Bertha Naomi	Guilford.
Brown, Julia Ethel	Buncombe.
Coggin, Fannie Moss	Stanly.
Dunn, Bessie Joe	Stanly.
Edwards, Mildred Harrington	Halifax.
Fussell, Sallie Elizabeth	Duplin.
Hobbs, May Louise	Guilford.
Johnson, Agnes Frances	Stokes.
Laughter, Louise Maria	Nash.
Newsome, Nannie Stanwood	Hertford.
Page, Lida Howell	Wake.
Upchurch, Maude	Wake.
Watkins, Sarah Kirby	Stanly.
Wiseman, Lorena Baxter	Rutherford.

Academy Two

Allen, Mary Geneva	Harnett.
Blackwell, Dovie Ann	Transylvania.
Cate, Elizabeth Julia	Orange.
Edwards, Lena Lee	Wake.
Ferrell, Mary Lois	Wake.
Fields, Vella Verrigin	Alleghany.
Fox, Cosie Adelaide	Randolph.
Fox, Sallie Rossie	Randolph.
Harris, Lela Glenn	Halifax.
Harris, Mary Frances	Warren.
Harrison, Ezie David	Wake.
Hicks, Mamie Lee	Wake.

Register of Students.

109

	County.
Johnson, Mary Lynch	Wake.
King, Vera Margaret	Wake.
Maxwell, Gertrude Elizabeth	Robeson.
Marley, Catherine Hill	Robeson.
Medlin, Mary Woodward	Wake.
Prevatte, Beulah	Robeson.
Pegues, Rebecca	Wake.
Reynolds, Lulie Snow	Wake.
Smith, Kittie	Wake.
Tillotson, Vallie Candies	Vance.
Vann, Elizabeth Rogers	Wake.
Williams, Pauline Jeayette	Georgia.

Academy One

Beard, Claudia Leon	Robeson.
Jones, Josie Lelar	Alleghany.
Munford, Elizabeth	
Spivey, Josie Barrett	Bertie.
Weathersbee, Minda Florine	Nash.

French Only

Hunter, Mrs. Kate Skinner	Wake.
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Students from other schools taking work in the Academy—96.

	26
	17
	24
	5
	4
Acad Total	72
Marie Prep	61
5 total	
in 86.	139

Grades Seven and Eight

	<i>County.</i>
Barber, Joseph Marshall	Wake.
Farrior, Hettie Pickett	Wake.
Hinton, Ivey	Wake.
Hunter, Malvina Elizabeth	Wake.
Johnson, James Foushee	Wake.
Johnson, Margaret Gaynelle	Wake.
Myatt, Mildred Perry	Wake.
Phillips, Robert Fletcher	Wake.
Ray, Willa Margaret	Wake.
Sears, Evelyn Davis	Wake.
Smith, Katherine Clark	Wake.
Towler, Joseph Barber	Wake.

Grades Four to Six

	<i>County.</i>
Curtice, Sanger Cooper	Wake.
Hunter, Rufus Adolphus	Wake.
Johnson, Arthur Taylor	Wake.
King, Liell Colvin	Wake.
Massey, Henry Haywood	Wake.
O'Quinn, Willie Myatt	Wake.
Sanderford, Everitt Coy	Wake.
Sanderford, John William	Wake.
Sears, Frances McKee	Wake.
Spruill, Corydon Perry	Wake.
Stone, Thelma	Wake.

Grades One to Three

	<i>County.</i>
Boushall, Francis	Wake.
Briggs, James Athelbert	Wake.
Dockery, Claudius	Wake.
Ellington, Josephine Woolcott	Wake.
Farrior, Mary Frances	Wake.
House, Lena Carr	Wake.
Hunter, Margaret Eugenia	Wake.
Jenkins, Mildred MacKee	Wake.
Johnson, Charlotte Elizabeth	Wake.
Lineberry, Annie Ruth	Wake.
MacGinnis, Rosa	Wake.
Moseley, Albert Meredith	Wake.
Moseley, Thomas Bedford	Wake.
Penny, Allen Lyon	Wake.
Pritchett, Wade Bryan	Wake.
Ray, Catherine Shipp	Wake.
Rice, William Hughes	Wake.
Sanderford, Dewey	Wake.
Sherman, Franklin	Wake.
Waring, Lawrence	Wake.
Williams, Frances Morning	Wake.
Young, William Ellington	Wake.

Preparatory Music

NOTE.—Some of the following students are doing work in music of college grade but have not offered the ten literary units required for entrance to the freshman class in music.

County.

Adams, Lola Carmen	Moore.
Allen, Ruth Cledora	Anson.
Beasley, Nora Lee	Cumberland.
Best, Annalee	Duplin.
Bray, Cornelia Jane.....	Surry.
Broughton, Cornelia	Wake.
Bright, Annie	Wake.
Burleson, Bessie	Buncombe.
Caldwell, Annie Ruth	Robeson.
Cannady, Lottie Westbrook.....	Lenoir.
Carter, Mary Helen	Johnston.
Cates, Verna Lee	Alamance.
Chestnut, Katie Lee	Pender.
DeLoatche, Mary Elise	Hertford.
Dixon, Lala Lucy	Chatham.
Edwards, Dorcas Margaret	Madison.
Edwards, Margaret Alice	Wake.
Floyd, Wrennie	Robeson.
Gallaway, Margaret Cardwell	Surry.
Griffin, Pauline Helen	Wake.
Grimmer, Mae	Virginia.
Gurley, Whitmel	Bertie.
Hall, Maude Estelle	Cumberland.
Hancock, Katherine	Halifax.
Hayes, Frances Cook	Pender.
Hayes, Mabel Claire	Gates.
Hudson, Pearl Mary	Johnston.
Hufham, Bertha Ann	Columbus.
Humphrey, Annie Belle	Robeson.

County.

Hunter, Lillie Belle	Wake.
Johnson, Elma Fuller	Robeson.
Jones, Nina Lillian	Gates.
Knowles, Katherine Parker	Wayne.
Lambert, Alice Irving	Virginia.
Lane, Eva Maude	South Carolina.
Lovill, Sallie Matilda	Surry.
Lunn, Sarah Isabel	South Carolina.
McIntyre, Mildred	Robeson.
Mainor, Oliver Mary	Kentucky.
Memory, Annie Cameron	Columbus.
Morgan, Elizabeth Judson	Buncombe.
Norman, Margaret	Mecklenburg.
Osborne, Katherine Elma	Haywood.
Pearson, Ira Lanier	Harnett.
Perry, Goldie Virginia	Chowan.
Poole, Frances Belle	Johnston.
Poole, Veola Gray	Johnston.
Privette, Julia Ella	Wilson.
Ray, Mary	Wake.
Rhodes, Martha Shine	Pender.
Sawyer, Florence Belle	Cameron.
Sears, Evie	Wake.
Shearin, Burlah Elizabeth	Franklin.
Smith, Daisy	Wake.
Stillwell, Laleah Pratt	Georgia.
Underwood, Nannie	Johnston.
Vann, Dorothy McDowell	Wake.
Wiggs, Estelle	Wake.
Williams, Nannie Bett	Virginia.
Williams, Clyde Orma	Duplin.
Young, Lillian Russell	Wake.

Regular Academy students electing piano—9.

Preparatory Students, Music Only

Broughton, Minnie	Wake.
Culbreth, Rebecca Hutchings	Wake.
Dunn, Wallace Stanhope	Wake.
Erving, Annie Laurie	Wake.
Ferrell, Ethel Lois	Wake.
Ferrell, Ina Lula	Wake.
Fleming, Frances	Wake.
Gatling, Sarah	Wake.
Holloway, Kenneth	Wake.
Holloway, Miriam	Wake.
Horton, Exum	Wake.
Jordan, Mary Alice	Wake.
Lindley, Lillian	Wake.
Ray, Bessie	Wake.
Ray, Jane Noaille	Wake.
Ray, Ruth Brickell	Wake.
Sears, Frances	Wake.
Smethurst, Mattie	Wake.
Wiggs, Bertha	Wake.
Wilkinson, Katherine	Wake.
Wilkinson, Thomas	Wake.

Primary and Kindergarten Music

Aiken, Annie May	Wake.
Allen, Virginia	Wake.
Baker, Louise	Wake.
Brown, Isabelle	Wake.
Boyd, Leafy Treasy	Wake.
Clark, Marjorie Louise	Wake.
Cooper, Annie Rebecca	Wake.
Cooper, Carrie Rebecca	Wake.
Cooper, Mary Louise	Wake.
Cross, Elizabeth	Wake.
Farrior, Mary Frances	Wake.
Gold, Margaret Howard	Wake.
Gosney, Hilda Jackson.....	Wake.
Gowan, Olivia	Wake.
Horton, Lillian Myatt	Wake.
Horton, Savon Ione	Wake.
Hunter, Elizabeth Malvina	Wake.
Hunter, Margaret Eugenia	Wake.
Jeffrey, Isabelle	Wake.
Jenkins, Mildred McKee	Wake.
Johnson, Charlotte Elizabeth	Wake.
Jones, Penelope	Wake.
Kitchin, Elizabeth Gertrude	Wake.
Maxwell, Hazel	Wake.
Mosley, Meredith	Wake.
Norwood, Mary Elizabeth	Wake.
Norwood, Ruth Marion	Wake.
Parker, Josephine Waitt	Wake.
Poteat, Inez	Durham.

Ray, Clarice	Wake.
Ray, Lena	Wake.
Riddick, Narcissa Daniel	Wake.
Robertson, Elizabeth Prince	Wake.
Robertson, Mabel Clarke	Wake.
Rogers, Annie Thompson	Wake.
Royster, Margaret	Wake.
Sheets, Ruth Litchford	Wake.
Smith, Katherine Clark	Wake.
Stephens, Katherine Lawrence	Wake.
Timberlake, Agnes Cotten	Wake.
Tyree, Irene	Wake.
Williamson, Gladys Mial	Wake.
Womble, Alberta	Wake.

NOTE.—For all boarding students, whether in the College or the Academy.

On September 12th and 13th a committee of the Meredith College Young Women's Christian Association will meet all students at the Union Station and will conduct them to the College; parents, unless they prefer to do so, therefore need not feel that it is necessary for them to come to Raleigh with their daughters.

Each student should bring with her pillow cases, sheets, napkins, towels, a blanket or comfort, and such toilet articles as she may need. Each article to be laundered must be marked with indelible ink.

From November 1st students will be required to wear high shoes and either lined waists or undershirts with long sleeves; they must also wear a light weight wrap when leaving their residence buildings. These regulations will continue in force until notice of discontinuance has been posted by the Lady Principal. Overshoes must be provided for rainy days.

SERIES 5

NOVEMBER, 1911

NUMBER 1

MEREDITH COLLEGE

QUARTERLY BULLETIN

1911-1912

Commencement Number



Published by Meredith College November, January, March and May

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MEREDITH COLLEGE

NOVEMBER, 1911

Inter-Society Evening

On Saturday evening, May 27, Philaretians and Astrotektons, as at every commencement time since 1906, marched into the chapel singing their respective society songs. They gave their society calls with the enthusiasm of loyal college girls.

Dr. Vann presided over the exercises. Music suitable for the occasion was rendered by Misses Mattie Elmore, Astrotekton, and Rose Goodwin, Philaretian. The President of the Astrotekton Society introduced Miss Bertha Carroll, winner of the Carter-Upchurch medal. Her essay, "America's Art the Interpreter of Her People," was heard with pleasure. Miss Leonita Denmark, who was presented by the President of the Philaretian Society as winner of the Bowling medal, then read her interesting essay on "Kipling's India."

The writers of these essays merited well the applause they received from appreciative fellow-students, and the commendatory words of Dr. Charles Lee Smith, who, with very appropriate remarks, presented the medals.

Once again both Societies joined heartily in singing their ever-loved "Alma Mater" as they passed out to the Society Halls, where was spent an hour of genuine social pleasure.

Baccalaureate Sunday

Perhaps one of the most impressive sights of Commencement Week at Meredith is the long line of students, faculty and trustees winding its way from the College to the church.

As the procession moves on and we look backward and forward without being able to see either end of the line, there comes involuntarily a thrill of pride and joy in the assembled hosts of our Alma Mater. Then it is that we realize what Meredith means to each student, instructor and trustee, and what Meredith may mean to the world if each one as he goes away can but carry with him some of the inspiration of Commencement morning.

The College was most fortunate in securing the gifted Dr. William E. Hatcher, of Richmond, Va., to preach the Baccalaureate Sermon. After music by the choir and scripture reading and prayer by the pastor, Dr. T. W. O'Kelly, Dr. Vann appropriately introduced Dr. Hatcher. The preacher announced as his text, Luke 10:42, and as his theme "The Dawn of a Great Womanhood"—surely a most fitting theme for the occasion. Mary was chosen as the representative of this "Great Womanhood." Dr. Hatcher gave us three glimpses of Mary at Jesus' feet; the first as a student, when Jesus was a guest at her home; the second as a sufferer, when at the grave of her brother, Jesus was her Comforter; the third as a servant, when, at the feast of Bethany she anointed His feet and wiped them with her hair. The discourse was inspiring and one that should be most ennobling in its effect upon all. At the conclusion of the sermon the choir rendered most beautifully the "Hallelujah Chorus," after which the benediction was pronounced and the post-lude March in C was rendered while students, faculty and trustees passed from the church.

The Missionary Sermon

A most distinctive and helpful feature of Meredith Commencement Week is the Missionary service, which is always held in the evening of Commencement Sunday. At 8:00 o'clock that evening, accordingly, a large audience again as-

sembled to hear the Missionary Sermon preached by Dr. T. Claggett Skinner, of Roanoke, Va. The text was found in Isaiah 54:2, a part of the text used by William Carey in his sermon which gave impulse to the modern Missionary Movement. With this text as a basis, the speaker in a graceful and forceful manner traced the development of Missionary work from the beginning up to the present time. The treatment was very comprehensive and the lessons drawn most helpful. The music of the evening, as well as of the morning, formed a most inspiring part of the exercises, adding much to the impressiveness of the services.

Class Day

The exercises conducted by the Seniors of 1911 on Monday morning of Commencement were more attractive, if possible, than the programme rendered by any preceding class. The Sophomores, with their traditional daisy chain, ever loyal to their Seniors, added much to the beauty of the occasion.

Miss Lila Keith, President, gave the foreword and hearty welcome. The songs, spicy, humorous, animated, contained many local phrases that drew from sympathetic student-body and friends a ready response in laughter and applause. A classical note was sounded when Miss Juliette Loving played "Wedding Day at Troldhagan," and when "Carmena-Waltz Song" was sung by Misses Margaret Faucette, Rose Goodwin, Alice Newcomb, and Lucile Magette. Appropriate gifts were made to the under-classes by Misses Pearl Howard, Lucile Arthur and Willa Weathers. Through Miss Emily Huntley, Miss Gertrude Royster presented to the Seniors the cup which they had won in the Inter-Class Basketball games. The will, read by Miss Annie Thompson, was bright and witty. Miss Minnie Middleton hypnotized

Miss Annie Thompson, who then saw her classmates twenty years hence as they passed across the stage in their respective roles. The prophecies were unique and quite happy.

The climax of the morning was reached, however, when Miss Essie Hunter presented for the College Endowment Fund a free-will offering from the class—notes amounting to \$680, to be paid by May 1, 1912. Just then Mr. Boyd Copple came forward with a tangible expression of brotherly love—\$615 for the same worthy cause from the Senior Class of Wake Forest College. When the applause called forth by these donations had subsided, Mr. W. N. Jones, on behalf of the Trustees, accepted these gifts with words of hearty appreciation.

The Ivy ceremony on the campus was very effectively conducted by Misses Ruth Ivey and Lil Williams. That same evening at 10:30 each member of the Class of 1911 cast her college troubles into the cauldron of oblivion, henceforth to remember but the love and gladness of her Alma Mater.

It may not be improper to add here that at 5:00 o'clock on the following afternoon Director Brown, of the Music School, gave a delightful organ recital, complimentary to the graduating class, rendering in charming style Largo in G by Handel, Cradle Song by Spinney, and Marche Funebre et Chant Seraphique, by Guilmant.

The Alumnae

Year by year the interest in the Alumnae Association grows and at the meeting on Monday afternoon of May 29, there was the largest attendance in its history. The President, Miss Vivian Betts, of Raleigh, called the meeting to order. All the members of the class of 1911 were admitted as members. It may be of interest to some to know that every alumna of the institution belongs to the Association. Miss Vivian Betts and Mrs. R. N. Simms were re-elected to the

offices of President and Treasurer, respectively. Miss Lulie Dixon was elected Vice-President, and Miss Margaret Bright, Secretary. There was much interest shown in the endowment movement, and plans were made to assist President Vann in making a canvass of the alumnæ. It is hoped that each alumna will give \$10 a year for three years, making a total of \$30 each. Some have already pledged this amount while others have given notes for a larger sum. The organization of Meredith Clubs was also discussed. The alumnæ wish to organize the old Meredith students into clubs, in order that the College may keep in touch with them, and that through the members of these clubs the names of prospective students may be furnished the college. It would seem that such a plan might secure large benefits both to the old students and to the College.

The Association has a small loan fund, and for the past four years has been using any money left over from current expenses for this purpose. This fund has also been increased by gifts from a number of the alumnæ.

Miss Ethel Carroll was asked to present to the student body from the Association a recommendation that they undertake the work of caring for the plot containing the grave of Thomas Meredith.

Art Exhibit

There were two diplomas given from the School of Art, and the interest of the 12th annual exhibit centered largely around the graduate work of the young ladies taking the diplomas: Misses Leonita Denmark, of Raleigh, and Ruth Ivey, of Nashville, Tenn.

Miss Denmark received several "Honorable Mentions" on her life studies, and Miss Ivey on her landscape work. The variety of subjects studied and mediums used showed they had received a broad training. In the general exhibit by

the students of the department, was seen the same intimate study of nature; and from the work of the china painting class it was evident that only the best principles of decoration were being instilled.

Annual Concert

The Annual Concert on Monday night was one of the most interesting events of Commencement Week. A large audience, most of them being visiting alumnae and out-of-town friends and relatives of the students, was present. Admission to the Annual Concert is always by card, thus giving out-of-town guests an opportunity to hear the work of the School of Music. The programme was one of the most ambitious yet given by the school. An orchestra of eighteen pieces gave as an opening number a splendid performance of Mozart's Overture, Don Juan, and later furnished the accompaniments to a violin solo and the closing chorus. The organization of the Meredith College Orchestra, under the direction of Professor Hagedorn, is one of the latest developments of the School of Music. Four vocalists were brought forward by Miss Day, head of the Vocal Department: Misses Pauline Griffin, Lucile Anderson, Eva Minor, and Margaret Faucette. They all showed by their admirable singing the splendid training received under Miss Day. Three seniors of the Piano Department took part: Miss Lucile Magette, Mrs. Sarah L. Blalock, and Miss Juliette Loving. The work of the Piano Department has, for a number of years, been of a high order and these young ladies worthily upheld its reputation. The concluding number was the trio and final chorus from Faust, with orchestral and organ accompaniment, under the direction of Professor Hagedorn. The soloists were Miss Iva Pearson, soprano; Mr. Walters Durham, tenor, and Mr. R. C. Cooley, baritone. This number brought to a close one of the best concerts ever presented by the School of Music.

The Graduating Exercises

On the morning of Tuesday, May 30th, the Commencement Exercises proper occurred in the College Chapel. After the processional hymn, prayer and the rendition of the Te Deum by the choir, Dr. Vann introduced the speaker of the morning, Hon. Leslie M. Shaw, ex-Secretary of the Treasury and ex-Governor of the State of Iowa. His subject was "Evolution in Matters Governmental." The address dealt with some of the live political questions of the day. Very frankly the speaker denounced the election of senators by direct vote of the people; the initiative and referendum; the direct primary and the recall. While Mr. Shaw made no oratorical display, his address was filled with anecdotes, original expressions, philosophy, and with cogent argument, nor did it fail to hold the hearers' attention to the end.

At the close of Mr. Shaw's address the diplomas were presented by Prof. L. D. Watson while Mr. W. N. Jones, Chairman of the Board of Trustees, conferred the degrees. The list of graduates is given elsewhere.

After President Vann had delivered his Baccalaureate Address, which is given elsewhere, "Alma Mater" was sung and Rev. Hight C. Moore presented the Bibles to the graduates. A unique feature of the exercises was the presentation of the portrait of Dr. Thomas Meredith, for whom the College was named, which was given by his granddaughter, Mrs. Ada Ralls, of Atlanta. Mrs. Ralls was not only the giver, but also the painter of the portrait. The formal presentation was most happily made by Mr. Archibald Johnson. The hearty singing of Luther's hymn, "A Mighty Fortress Is Our God," formed a fitting climax to the exercises of the morning.

Graduating Class**A. B. DEGREE.**

LILLIAN MAY ALLEN.	EMILY TOY HUNTLEY.
LUCILE ELLINGTON ARTHUR.	LILA MARY KEITH.
HARRIETT CONNIE BENNETT.	BESSIE EVANS LANE.
EMILY CORNELIA BOYD.	RACHEL FAY MEMORY.
EMMA CASEY BYRUM.	ADA MAIE MIDDLETON.
BEULAH ELAINE COPPLE.	MINNIE CLAIRE MIDDLETON.
VIOLA PEARL HOWARD.	LILA MAY STONE.
ESSIE DALE HUNTER.	WILLA LOUISE WEATHERS.
LILLIAN DANIEL WILLIAMS.	

O. B. DEGREE.

ANNIE JUDSON THOMPSON.

DIPLOMA IN ART.

LEONITA DENMARK. RUTH CLAIRE IVEY.

DIPLOMA IN PIANO.MRS. SARAH LAMBERT BLALOCK. JULIETTE LOVING.
MARY LUCILE MAGETTE.**DIPLOMA IN VOICE.**ROSA EVANS GOODWIN.
ALICE BAYARD NEWCOMB. MARGARET AUGUSTA FAUCETTE.**CERTIFICATE IN VOICE.**

NELLIE MAY LINCOLN.

Baccalaureate Address, May 30, 1911

The last few years have witnessed the rise of various organizations in our country, semi-political in character and so numerous that hardly any man in America could name them off-hand. You will recall the Farmers' Educational and Cooperative Union, the Progressive State Granges, the American Federation of Labor, the Progressive Republican League, the Democratic Progressive Federation, the Non-Partisan Progressive Federation, the Short Ballot Organization, and a multitude of Initiative and Referendum Leagues. The quick succession in their beginning and their rapid growth suggest a common and a widely prevalent reason. They have never sought to form a new political party; their members differ widely in political opinions and there is little in common amongst them. Some are protectionists and some free-traders; some are Federalists and some hold extreme State's rights views. But differing in many things, they are a unit on one point: the purpose of restoring governmental power to the people. They hold that public officials are not rulers but servants, that when they are elected to public office all powers are reserved, and that these public servants must be made to realize and remember their direct responsibility to the people. Whether the means proposed are best adapted to the end in view is not a question for this occasion; for the present purpose, we need not even approve of their aims. All that is here meant is to remind you that their zeal and numbers and ruling purpose indicate a world-movement towards a universal democracy.

Nor is this movement confined to any section or country. Each breeze that sweeps from the North or South or East or West, or even from across the two oceans, brings tidings of the outburst of this spirit in surprising places and in conquering power. This is the force which is shaking the deep

foundations of the House of Lords; which recently moved the stolid, imperialistic Germans to rebuke the lofty speech of their Emperor; which drove Shah and Sultan from their ancient empires, and is actually rocking the throne of the Czar. All this means that the individual is discovering and asserting himself; that the human is beginning to feel his kingship and that there should be no power, civil or ecclesiastical, between him and God.

You need not be told that this new movement has embraced women as well as men. Life of his life, with probably deeper sympathies, keener spiritual perceptions, a finer sense of righteousness and no lighter love of freedom, it would be strange indeed if the woman's soul had not been swept by the tide which has flooded the soul of her brother. Have you not marked the broader and more strenuous demand for Woman Suffrage in recent years? I do not mention this to approve or condemn; I am simply dealing with facts and not attempting any propaganda. Whether women should vote I do not know. But two things may be taken for granted: they will vote when the majority of them wish to do so, and the trend of sentiment now is strongly in that direction. It would not be surprising if you should be called on to exercise the franchise ere you have passed your prime. But let me pause to say that whenever women do enter the domain of full citizenship they will enter on the invitation of their brothers and because they are counted worthy; they will not force the gates by a screaming hysteria or by the tactics of the prize ring. When you contemplate the genuine, historic suffragette, you think more kindly of the screech owl. This statement means no reflection on the owl. But voting aside, the broader and closer relation of the individual to government and the dominating influence of women in shaping the individual lay on them the duty

of considering seriously how they may make that influence count for most in creating the highest type of citizenship. And I am saying this to a class of young women who are graduating from a college that was meant to be and attempts to be distinctively Christian. I am saying it because there still lingers among us the feeling that the kingdom of God and human governments occupy distinct spheres, with no point of contact. This feeling is really a relic of the ancient theory that religion is chiefly subjective, requiring its subjects merely to refrain from evil and keep themselves unspotted from the world. It drives men and women to cloister and convent, where they may perhaps better get themselves ready for heaven but can do little towards getting other people there. Logically it would destroy every benevolent institution on earth by inspiring the good and happy to make themselves better and happier, while leaving the bad and the wretched to their pitiless fate. And so it would seem directly contrary to the religion of Jesus; for it has been laid upon the followers of the Nazarene to do good unto all men, whether in the church or only in the State. The obligation to uplift and purify the individual man involves the obligation to uplift and purify organizations of men; and the duty which requires us to help anybody or any organization involves the duty to help everybody and every organization. We not only *may* but *must* seek to benefit mankind as organized in human government. The command to render unto Cæsar the things that are Cæsar's carries the corollary that I must also look after Cæsar. So that if Cæsar gets wrong we must straighten him out, and if he won't get right, we must fire him. This text leads right straight from the church of God to the seats of the mighty.

Now, the body politic is debilitated and must be revitalized; and the remedy is not tonics or even amputation. The

operation needed is transfusion. And the people of God must furnish the new blood for the purpose, blood which has been purified and sanctified by that other blood which was shed for the healing of the nations. Here is the open opportunity for all good men and women alike. You may never vote or hold any civil office, and it may matter little whether you ever do. But without the power of public office or the right of suffrage or even special civic training, you can propagate the fundamental truths that party is not government but only an organ of government; that no party has a right to exist at all except to promote efficient government, and that that party alone has a claim on the popular suffrage which offers the most efficient government. You can help to create such a public sentiment as will secure the enactment of laws which will afford even-handed justice and equality of opportunity to all; laws that will promote and not hinder public intelligence, sobriety, and morality. And the same power which secures the enactment of these laws can compel their enforcement.

Now, your training here has been general and not technical. But it has been directed towards two main ends: first, to create the power of seeing clearly, reasoning soundly, and rightly judging proportions; and second, to have you hold this power and all other powers in loving subjection to the will of Jesus Christ. I have not meant in these words to divert you from your normal womanly work; and it would pain me deeply to dampen your interest or lessen your service in the great enterprises that engage the attention of our churches. I have only sought to remind you that the kingdom of God is not shut up within the walls of a church, but that it touches the world at every point with redeeming power, and I want you to adjust your lives to this larger vision of His Kingdom.

Your lives shall

“On and upward go.
The eternal step of Progress beats
To that great anthem calm and slow
Which God repeats.”

In His name, I bid you fall in with this upward march
which God ordains, and keep time always to His music.

The Reception

The final event of the Commencement of 1911 occurred on Tuesday evening, May 30, from 8:30 to 11:00 o'clock, when a reception was given by the College in honor of Hon. Leslie M. Shaw, the Commencement speaker, and of the members of the graduating class. Invitations had been issued to the students of Meredith College and Meredith Academy, the alumnae and the trustees of the College, the ministers, press, and College Presidents of the city, and the friends and relatives of the graduating class.

The guests were met at the lower door by Mr. Ferrell and Miss Ford, assisted by members of the Freshman Class, who acted as ushers. They were received in the upper hall and presented to the receiving line by Miss Colton and Dr. Dixon-Carroll. In the receiving line were President Vann, Miss Paschal, Hon. Leslie M. Shaw, Mr. W. N. Jones, President of the Board of Trustees, and Mrs. Jones, Miss Lila Keith, President of the Senior Class, and Miss Vivian Betts, President of the Alumnae Association. Mr. and Mrs. Hagedorn received between the two parlors, and in the back parlor were Mr. Brown, Miss Young, and Miss Johnson. In the door leading into the hall were Miss Sousley and Miss Minor. Punch was served in the north corridor by Miss Helen Day. In the south corridor, where ice cream and cake were served, were Mrs. Brown and Miss Harriett Day. The guests were

next ushered to the lady principal's office, where coffee and mints were served by Mrs. Boomhour and Mrs. Freeman. The guests were ushered from place to place by members of the Senior and Sophomore classes, and the ladies were assisted in serving by the Junior Class.

Opening of the Session of 1911-1912

Our fall opening occurred September 13th. This was the date set for the registration of new students, and on the morning of that day a large number of these were welcomed at the chapel service in a felicitous address by Editor Hight C. Moore, of the *Biblical Recorder*. Owing to the fact that so many of the new students came from non-accredited High Schools and that many brought no certificate from any High School, two whole days were devoted to examining and classifying them. By Thursday, the 15th, the great body of the old students had arrived, and Friday morning saw the whole College of Faculty and students assembled in the auditorium, where greetings and congratulations were graciously extended them by Hon. A. D. Ward, of New Bern, and a brief address was delivered by President Vann. Then followed a fervent prayer, led by the President, and an inspiring hymn, and the new session was full under way.

Only one new face appeared in the College Faculty, Miss Minnie Middleton having succeeded Miss Mixner as instructor in English. The body of new students was rather remarkable in some respects. First of all, they were more numerous than they had been at any previous opening, and also more generally representative. They came from ten States and represented ten religious denominations. But better still, they showed decidedly higher and broader training than we had observed in other years. A good many of

them held certificates from the State's accredited High Schools, a large majority had completed the course in some High School, and very few reported no High School training. And so the Freshman Class proved to be the largest in the history of the College. It numbered seventy-five, while the largest class of any previous session numbered only thirty-one. This is the more remarkable when it is remembered that the entrance requirements this year include one and one-half units more than those of last session; this fact shows a most gratifying improvement in the educational conditions of our State.

Faculty Notes

During the summer Miss Helen Day took a small party of students abroad for a few weeks of study in voice culture in Paris.

Another party under the chaperonage of Miss Paschal toured Europe for three months, taking in Spain, Italy, Switzerland, Germany, Holland, Belgium, France, England, and Scotland. On the return trip this party was detained in Liverpool nearly a week by the great strike, which embraced the employees of the railroads, steamships, electric light plants and street cars, and even draymen.

Miss Colton visited her brother in Colorado and also attended the National Educational Association, which met in San Francisco, as a representative of the Southern Association of College Women. Miss Colton also attended the annual meeting of the Association of Colleges and Preparatory Schools of the Southern States in Tuscaloosa, Alabama, November 2, before which body she read a paper on "Southern Colleges for Women" that elicited general praise in educational circles. This paper will be published, by request, in the proceedings of the Association and also in the Bulletins of the Universities of North Carolina and Virginia respect-

ively, and of the Association of Colleges of the North Central States. It will also appear in our January issue.

Miss Phelps, who suffered seriously during the spring and early summer from a breakdown, resulting from long attendance on her invalid mother, has recovered, and seems to be stronger than she has been in some years.

After nine years of strenuous labor, both during session time and throughout the vacations, Miss Futrell has found it necessary to spend a few months resting. Meanwhile, her work is being carried most acceptably by Mrs. Hagedorn, who, for a number of years, was one of the leading piano teachers of the college.

Miss Poteat spent a delightful summer keeping house in her old home, the old family homestead, in Yanceyville.

Miss Ford, who resigned last spring as teacher of Designing and Decorative Art, is teaching these subjects now in the Girls' Seminary, in Franklin, Va. Her place is filled for the present by Miss Anna Pridgen, an undergraduate, who studied last summer under the Misses Mason, in New York City.

We miss from our Academy force this year Misses Johnson and Stone. The former resigned to enter the mission work in Japan as the wife of Rev. Calder Willingham, and the latter to study in Cornell. Miss Vivian Betts, a Meredith graduate and a successful teacher in the Raleigh City Schools, is carrying their work, assisted by Miss Middleton and Miss Carroll.

Miss Loula Howard, teacher of the High School Science last year, has also entered the matrimonial state, the fortunate groom being Dr. T. P. Bullard.

After several weeks of study at Columbia University, Miss Smith spent the rest of the summer at her old home in the Berkshire Hills of Massachusetts.

Miss Sams spent six weeks studying in the American Institute of Applied Music in New York City.

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MEREDITH COLLEGE

JANUARY, 1912

Southern Colleges for Women

ELIZABETH AVERY COLTON.

[Paper read before the Association of Colleges and Preparatory Schools of the Southern States, November 2, 1911.]

As Southern colleges for women vary in standard from poor preparatory schools to colleges recognized by the Association of Colleges and Preparatory Schools of the Southern States, and as almost each is a law unto itself in admission requirements and in general organization, no satisfactory classification of them is possible. Indeed, no United States Commissioner of Education has ever attempted—I am inclined to think ever dared—to make any closer discrimination between Southern colleges for women than the selecting of three for his limited *Division A* and the lumping of all the others into a heterogeneous *Division B*. But fools rush in where angels fear to tread; and so during the past year I have compiled statistics for the Southern Association of College Women showing the specific admission requirements of women's colleges in the South. And with these statistics as a basis I have grouped all Southern degree-conferring institutions for women under the following heads:

- (1) Institutions belonging to the Association of Colleges of the Southern States.
- (2) Institutions offering from three to four years above standard college requirements, but not conforming to the regulations of the Southern College Association.
- (3) Institutions counting two or more years of preparatory work towards a baccalaureate degree.
- (4) Institutions counting from three to four years of preparatory work towards a baccalaureate degree.

Although a classification based largely on admission requirements is, no doubt, in some cases, misleading, yet this seems to be the most nearly definite means of determining the relative standards of the numerous Southern colleges for women. And, in stating the leading characteristics of the colleges in each group, I shall try to give some idea of their equipment and organization.

The first group, composed of colleges belonging to the Association of Colleges of the Southern States, is limited to four:

Agnes Scott College.....Decatur, Ga.
Goucher College Baltimore, Md.
Randolph-Macon Woman's College...Lynchburg, Va.
Sophie Newcomb Memorial College...New Orleans, La.

* These colleges, of course, require as much as fourteen units for admission to courses leading to a baccalaureate degree, and as much as ten units for admission to courses leading to any diploma. But they stand out pre-eminently from all other women's colleges in the South in having pledged themselves not to allow their college instructors to do any preparatory teaching, either in an academy, a sub-freshman, or a "conditioned" class; and also in having pledged themselves not to allow their conditioned freshmen to make up work in a preparatory school—if they have one—nor to allow their preparatory students to take any college courses. Yet Goucher is the only Southern college for women which is generally recognized as being of equal standing with representative Eastern colleges for women. This is mainly due to the large number of special and "special-study" pupils in Southern colleges.

I shall speak of this more in detail, however, in connection with the colleges in the next group, where the proportion of irregular students is more marked. Another reason for the higher standard of women's colleges in the East is that they

are extremely rigid as to the exact kind of subject-matter presented for entrance; and even a Goucher student transferring at the end of her sophomore year to Wellesley, Vassar, or Mount Holyoke, might lose six hours' credit if she had presented at Goucher only the two units in Latin absolutely required for admission there. And we must admit that ordinarily two units of science or of history do not represent quite so much work as the reading of six orations of *Cicero* and six books of *Virgil*, with the accompanying Latin prose composition. This is also true in regard to modern languages as taught in many of our Southern high schools; it follows, therefore, that until our secondary school system catches up with that of the East, even our best colleges will hardly be able to *average* so high a standard of scholarship as that characterizing institutions drawing students largely from well-equipped four year high schools preceded by eight grades.

In this paper, however, my interest is primarily with the hundred and thirty-seven or more colleges for women that are not within the fold of the Association of Colleges of the Southern States. And here the difficulty of discrimination begins; for the fact that an institution announces a fourteen-unit admission requirement and outlines an elaborate course of study leading to an A.B. degree does not necessarily mean that students are actually pursuing such a course—they may be working merely for a B.D. or an L.I. degree. And yet beginning with September, 1911, there are in addition to the four colleges already discussed, twenty-six women's colleges in the South announcing an admission requirement of from fourteen to sixteen units, and seven others with almost equal claims. I have, therefore, included in my second group thirty-three institutions *offering* from three to four years of work above college entrance requirements. In an attempt to make some slight distinction, I have arranged

them under the following sub-heads, based on their requirements for admission to special study "schools."

(1) Institutions announcing a requirement of fourteen units for admission to courses leading to a baccalaureate degree, and as much as ten units for admission to courses leading to a diploma in music, art, and expression:

Bessie Tift College.....	Forsyth, Ga.
College for Women ¹	Columbia, S. C.
Converse College	Spartanburg, S. C.
Judson College	Marion, Ala.
Meredith College	Raleigh, N. C.
Notre Dame College.....	Baltimore, Md.
Salem College ¹	Salem, N. C.
Shorter College	Rome, Ga.
Sweet Briar College.....	Sweet Briar, Va.
Woman's College	Frederick, Md.

(2) Institutions announcing a requirement of fourteen units for admission to courses leading to a baccalaureate degree, and from eight to *no* units for admission to courses leading to a diploma in music, art, and expression:

Athens College*.....	Athens, Ala.
Baylor College	Belton, Texas.
Belhaven College and Institute ²	Jackson, Miss.
Brenau College	Gainesville, Ga.
Buford College*.....	Nashville, Tenn.
Central College for Women ³	Lexington, Mo.
Chicora College	Greenville, S. C.
Columbia College*.....	Columbia, S. C.
Greensboro Female College.....	Greensboro, N. C.
Hollins College	Hollins, Va.
Lagrange Female College.....	Lagrange, Ga.
Mt. St. Agnes College.....	Mt. Washington, Md.
Mississippi Ind. Inst. and College....	Columbus, Miss.

¹College for Women and Salem announce a maximum requirement of thirteen units for 1911-1912.

²Opened September, 1911; requirements wholly prospective.

³Not classed as a "college" by Board of Education of the M. E. Church, South.

*Entrance units are not of standard value.

Tennessee College	Murfreesboro, Tenn.
Texas Fairmont Seminary ¹	Weatherford, Texas.
Wesleyan College	Macon, Ga.
Woman's College of Alabama.....	Montgomery, Ala.
Young's College ²	Thomasville, Ga.

(3) Institutions announcing a requirement of from ten to twelve units for admission to courses leading to a baccalaureate degree, and less than ten for admission to courses leading to a diploma in music, art, and expression:

Florida State College for Women....	Tallahassee, Fla.
Galloway College	Searcy, Ark.
Lander College	Greenwood, S. C.
State Normal and Ind. College ³	Greensboro, N. C.
Winthrop Normal and Ind. College..	Rock Hill, S. C.

The distinctions made by the above sub-divisions are, of course, inadequate; for in many cases they fail to indicate the actual, or the comparative, standard of a particular institution. Winthrop and the North Carolina State Normal, for instance, are listed in the third sub-division; yet since they require two years of high school work for admission to every department, they probably average a higher standard than those institutions in the second sub-division stating no academic requirement for admission to—or graduation from—their schools of music, art, and expression.⁴ And in general organization and equipment, no doubt, these state schools are in advance of some of the colleges in the first sub-division. For, strange as it may seem, several colleges with the highest admission requirements do not publish a classified list of their students. In fact, only one-third of the institutions in this group make any distinction whatever in their catalogues between preparatory and college students. It is, therefore, impossible to tell how many students in

¹No A.B. graduates in 1911 even under old requirements.

²In spite of high admission requirements, Young's seems to belong in third group.

³N. C. State Normal College announces at present a requirement equivalent only to nine units.

⁴The institutions which apparently do not require any definite amount of academic work for special study diplomas are: Belhaven, Brenau, Buford, Central, Hollins, Mt. St. Agnes, Texas Fairmont, and Young's.

twenty-two of these institutions are actually pursuing courses of study outlined for baccalaureate degrees. In some cases the limited number in the faculty would indicate that the institution could not be giving four years of college work. Belhaven College and Industrial Institute, for example, has provided a faculty of only six besides its president for courses of study covering sixteen years, including an elementary school of eight grades, a four year preparatory school, and a college course of four full years in liberal arts, and sciences. And one is forced to assume that several other institutions in the second group have not at present students in the four college classes; or that, if they have, their respective faculties are too busy teaching preparatory pupils to give thorough college courses.

Converse College, however, in the first sub-division, and Mississippi Industrial Institute and College, in the second sub-division, deserve to be singled out on account of their better general organization. Converse, it is true, allows college instructors to conduct conditioned classes in Latin, Mathematics, and English, but Converse does not maintain a preparatory department, and has as many as six professors devoting their entire time to college work. And the Mississippi Industrial Institute and College, although it allows some slight interchange of work between its upper normal and its collegiate department, has a separate faculty for each of its distinctive schools. But as it does not require any high school work for admission to its normal and industrial departments, and not more than four units for admission to its freshman music class, its collegiate department has not received the recognition to which in itself it would be entitled.

But since few women's colleges in the South have any need of the Scotchman's prayer, "O Lord, give me a good conceit of myself," I shall not dwell on the marked improvement that several other institutions in group two have made dur-

ing the past four or five years. I shall, on the contrary, continue to point out wherein all fall short of the highest standards. The leading characteristic, if not the leading weakness, of Southern colleges for women, as a whole, is the predominance of preparatory and "special-study" pupils. This is forcibly illustrated by comparing the proportion of regular college students with the total number of students as shown in the catalogues of the colleges which publish a clearly defined student roll:

	<i>College Students.</i>	<i>Total Enrollment.</i>
Athens College	83	202
Baylor College	95	424
Central College	32	136
Converse College	146	317
Judson College	70	234
Lagrange College	32	189
Meredith College	86	358
Mississippi Industrial Inst. and College.	260	752
Wesleyan College	120	410
Winthrop College ¹	144	674
Woman's College of Alabama.....	58	95

The Woman's College of Alabama seems to be the only one of the thirty-three institutions in the second group in which college students are not decidedly in the minority. A few of these colleges try to make a virtue of necessity, and advertise that their upper preparatory classes are taught by college professors; and some advocate the association of preparatory and college students on the ground that such association "furnishes that stimulus so necessary for inspiration and higher ideals"; others dwell on the benefit that their music, art, and expression students receive from "the social and intellectual life of the college." But, in reality, the overworked professor, the immature fine arts "specialist,"

¹Winthrop College does not have its music and collegiate departments distinct from its normal department; hence I have counted as college students only those in the Normal-Latin Course.

and even the "inspired" prep. tend to make the clear, keen, scholarly atmosphere of college life somewhat hazy.

The tendency on the part of the Southern girl to "specialize" before she has completed college course causes one of the leading distinctions between Eastern and Southern colleges for women. This may be best illustrated, perhaps, by comparing the proportionate number of music students in colleges of the two sections. Of the 1,030 students now at Vassar, for example, only 100 are taking lessons in piano, voice, organ, and violin combined; at Greensboro Female College, on the other hand, there were last year out of a total registration of 215 exactly 151 studying music. This proportion of music students—one-tenth at Vassar and nearly three-fourths at Greensboro—is, I find, typical of women's colleges in the East and in the South; and perhaps I should add that even the few who study music in Eastern colleges are working primarily for an academic degree. This is not true of the majority of music students in Southern colleges. Eastern colleges do not try to compete with conservatories, and they no more think of advertising their music departments than their departments of mathematics. A department of music is, of course, indispensable in a woman's college; but if an institution wishes to be recognized as a *college*, it is safer for it not to try to be "the leading conservatory of music in the South."

But in spite of the predominance of immature "specializers" in Southern colleges, our Southern girls are, I think, learning to appreciate a well-rounded education; for each year shows an increase in the number of those who are willing to stay at college after they are eighteen. It is, therefore, confidently to be expected that, in addition to our four recognized women's colleges, several others that are now meeting standard admission requirements will within the next four or five years secure a sufficient endowment to enable them to keep their admission requirements high; to

engage at least six or eight well-trained professors who can devote their entire time to college work; and to secure libraries, laboratories, and all other buildings and equipment essential to the maintaining of a high standard of scholarship and efficiency. With such an endowment it will not be necessary to admit preparatory and "irregular pupils" for income purposes.

In their struggle to become standard colleges, perhaps the greatest opposing force these institutions have to contend with is the number of nominal colleges in the two remaining groups, for not only does each of the three leading religious denominations in the South try to have a woman's college in each State, but sometimes all three have one in the same small city. In North Carolina there are three Baptist colleges for women, three Methodist, and four Presbyterian; and the Methodists have bought land for another, so that the City of Raleigh may boast four colleges for women. The Board of Education of the Methodist Episcopal Church, South, however, has in classifying its own institutions, done much for the improvement of educational standards by inducing some of its weaker "colleges" to become preparatory schools for its *Class A* colleges.¹ This suggests a means not only for the survival of the fittest, but possibly for the survival of all, if Baptist and Presbyterian educational institutions would only become equally perfected in grace. Such a consummation is greatly to be desired; for there are over a hundred institutions in groups three and four doing more or less preparatory work, yet calling themselves *colleges*.

The following institutions, counting two or more years of preparatory work towards a baccalaureate degree, constitute the third group:*

¹Methodist Class A colleges need not require more than six units for admission to the freshman class of "special study" departments, and sub-freshman and college students are not always kept rigidly distinct; hence Methodist Class A colleges do not necessarily come up to the standard set by the Association of Colleges of the Southern States.

*Seminaries and institutions conferring degrees as well as institutions retaining the name *college*, but not conferring degrees, are included in the third and fourth groups.

Alabama Brenau College.....	Eufaula, Ala.
All Saints Episcopal College.....	Vicksburg, Miss.
Andrew College	Cuthbert, Ga.
Caldwell College	Danville, Ky.
Campbell-Hagerman College.....	Lexington, Ky.
Centenary College-Conservatory.....	Lookout Mt., Tenn.
Central College.....	Conway, Ark.
Cotley College.....	Nevada, Mo.
Chowan College.....	Murfreesboro, N. C.
Christian College.....	Columbus, Mo.
Coker College.....	Hartsville, S. C.
Elizabeth College.....	Charlotte, N. C.
Greenville Female College.....	Greenville, S. C.
Grenada College.....	Grenada, Miss.
Hamilton College.....	Lexington, Ky.
Hardin College.....	Mexico, Mo.
Howard Payne College.....	Fayette, Mo.
Kee Mar College.....	Hagerstown, Md.
Lexington College for Young Women.....	Lexington, Mo.
Liberty Ladies' College.....	Liberty, Mo.
Limestone College	Gaffney, S. C.
Lindenwood College	St. Charles, Mo.
Mansfield Female College.....	Mansfield, La.
Mary Baldwin Seminary.....	Staunton, Va.
Marion Seminary.....	Marion, Ala.
Martin College	Pulaski, Tenn.
Margaret College.....	Versailles, Ky.
Martha Washington College.....	Abingdon, Va.
Meridian Woman's College.....	Meridian, Miss.
North Texas College.....	Sherman, Texas.
Peace Institute ¹	Raleigh, N. C.
Presbyterian College for Women.....	Charlotte, N. C.
Sayre College.....	Lexington, Ky.
Southern Presbyterian College.....	Red Springs, N. C.
Southern Seminary ¹	Buena Vista, Va.
St. Mary's College.....	Dallas, Texas.
St. Mary's School ¹	Raleigh, N. C.
Stephens College	Columbia, Mo.

¹Offers about two years of work above college entrance requirements, but does not confer a degree.

Stonewall Jackson Institute.....	Abingdon, Va.
Synodical Female College.....	Fulton, Mo.
Switzer College	Itasca, Texas.
Texas Presbyterian College.....	Milford, Texas.
Virginia College.....	Roanoke, Va.
Whitworth College	Brookhaven, Miss.
Virginia Institute	Bristol, Va.
Woman's College of Due West.....	Due West, S. C.
Young's College ¹	Thomasville, Ga.

The best of these institutions complete—or nearly complete—fourteen units by the end of their sophomore year, but the work of their junior and senior years can hardly be considered that of a standard college. Nominally, the courses are almost identical with those given in the last two years of a real college, but students who are barely prepared for standard freshman work are too immature to get the full benefit from courses in psychology and ethics, and they have not had sufficient foundation for elective courses in ancient and modern languages and literature. And, besides, college courses can not be given by instructors who often have from twenty to twenty-five hours of class room work a week. The courses in “metaphysics” are, it is true, usually given by the presidents, but presidents are apt to be too much harassed with the material affairs connected with their institutions to deliver *philosophic* lectures regularly. But it is sometimes argued that the many girls who will never go to a first-class college should have a little *Browning* and a little popular philosophy in preference to freshman exposition and logarithms. However that may be, those who have not had the English composition and mathematics *required* in all standard colleges are not entitled to an arts or science degree.

A few institutions in this group have recently taken a definite step towards recognized standards by offering “junior college” courses. Three in Kentucky—Caldwell, Camp-

¹See foot note on Young's College in second group.

bell-Hagerman, and Hamilton—follow closely college entrance requirements through the sophomore year, and in most of their junior and senior courses they conform to the freshman and sophomore years of a standard college. Two Missouri institutions¹—Hardin and Lindenwood—and All Saints College in Mississippi are organized on a slightly different basis. They require as much as fourteen units for admission to their “junior college” course, and, then, offer two years of standard freshman and sophomore work. If the two Missouri institutions would follow the example of the three Kentucky institutions and of All Saints College and discontinue the conferring of degrees for only two years of college work, and if all of these would drop the name *college*, they would become models for several other institutions in group three that already offer a standard college preparatory course and that are perhaps sufficiently well equipped to substitute standard freshman and sophomore work for their finishing school junior and senior courses.

There is, however, even a greater tendency on the part of the pupils in this group to “specialize,” or at least to drop any study that is particularly displeasing, than in those of group two. Consequently, it sometimes happens that a pupil who has dropped Latin before reading *Cæsar*, or who has never got beyond quadratics may be taking junior and senior electives; or it may be that she is studying second year Latin and elementary algebra at the same time with “senior” history and literature. And this irregularity is equally marked in the nominal colleges constituting the fourth group. Indeed, as I implied at the beginning, it is impossible to draw any clearly defined distinction between some institutions in any one division and some in the division immediately following; yet there is a difference in the standard of the institutions taken as typical of each group.

¹Howard Payne College seems to be of almost equal standing with Hardin and Lindenwood.

I have, therefore, included in my fourth and last division all Southern degree-conferring institutions for women in which secondary school work greatly predominates.

There are over fifty of this class counting from three to four years of preparatory work towards a baccalaureate degree:

Alabama Central Female College.....	Tuscaloosa, Ala.
Asgard College	South Houston, Texas.
Belmont College	Nashville, Tenn.
Bellwood Seminary.....	Anchorage, Ky.
Bethel College	Hopkinsville, Ky.
Birmingham Seminary	Birmingham, Ala.
Blue Mountain College.....	Blue Mountain, Miss.
Boscobel College.....	Nashville, Tenn.
Bourbon College.....	Paris, Ky.
Carr-Burdette College.....	Sherman, Texas.
Central Mississippi Institute.....	French Camp, Miss.
Chapel Hill Female College.....	Chapel Hill, Texas.
Claremont College.....	Hickory, N. C.
Cox College.....	College Park, Ga.
Davenport College.....	Lenoir, N. C.
Fairmont College.....	Monteagle, Tenn.
Franklin Female College.....	Franklin, Ky.
Hillman College.....	Clinton, Miss.
Home Institute.....	New Orleans, La.
Howard Female College ¹	Gallatin, Tenn.
Liberty College.....	Glasgow, Ky.
Linwood College.....	Gastonia, N. C.
Littleton College.....	Littleton, N. C.
Logan College.....	Russelville, Ky.
Louisburg College.....	Louisburg, N. C.
Louisiana Female College.....	Keatchie, La.
Madison Institute.....	Richmond, Ky.
Maryland College	Lutherville, Md.
Memphis Conference Female College.....	Jackson, Tenn.
Millersburg Female College ²	Millersburg, Ky.
Mississippi Synodical College.....	Holly Springs, Miss.

¹Admits into freshman A.B. course from the fifth grade.

²Admits into freshman A.B. course from the sixth grade.

Oxford Seminary.....	Oxford, N. C.
Owensboro College.....	Owensboro, Ky.
Powhatan College.....	Charleston, W. Va.
Port Gibson Female College.....	Port Gibson, Miss.
Radnor College.....	Nashville, Tenn.
Roanoke Institute.....	Danville, Va.
Rogersville Synodical College.....	Rogersville, Tenn.
Sacred Heart College.....	Belmont, N. C.
Saint Joseph's College.....	Emmitsburg, Md.
Saint Mary's College.....	San Antonio, Texas.
San Antonio Female College.....	San Antonio, Texas.
Silliman Collegiate Institute.....	Clinton, La.
Soule College.....	Murfreesboro, Tenn.
Southern Christian College.....	West Point, Miss.
Southern Female College.....	Petersburg, Va.
Stanton College.....	Natchez, Miss.
Statesville Female College.....	Statesville, N. C.
* Sullins College	Bristol, Va.
Tuscaloosa College.....	Tuscaloosa, Ala.
West Texas College.....	San Antonio, Texas.
Woman's College.....	Richmond, Va.

The following institutions did not respond to requests for catalogues, but they probably belong in this group:

Alabama Synodical College.....	Talladega, Ala.
Beaumont College.....	Harrodsburg, Ky.
Centenary Female College.....	Cleveland, Tenn.
Oklahoma Wesleyan College.....	Oklahoma City, Okla.
Pontotoc Female College.....	Pontotoc, Miss.
Texas Woman's College.....	Bryan, Texas.

As the majority of the schools in the fourth group admit into their freshman class pupils from the seventh and eighth grades, their baccalaureate degree should be equivalent to a good high school diploma. But this is not always the case, for some with only half hour recitation periods "complete" *Cicero* and *Virgil* in one year—and that, too, when pupils are carrying six or eight studies. In fact, the number of studies taken at a time and the amount of subject-matter

skimmed enable pupils in many of these schools nominally to complete junior and senior electives when they should be doing third and fourth year high school work; and this happens even when a pupil is conscientiously taking the regular course offered in the catalogue. In fact, I was myself a victim of one of these institutions; at fifteen I studied *Evidence of Christianity* and *Mental and Moral Philosophy*. Naturally, after graduating from this school, it took me more than a year to prepare for the freshman class of an Eastern college. Several of the best of these schools, however, have recently arranged their courses of study in such a way as to prepare definitely for college, yet even they retain the name *college* and confer degrees.

Indeed in my study of the catalogues of women's colleges, I have found that, as a rule, the lower the standard the greater the variety of degrees conferred. Goucher and Agnes Scott, for instance, confer only the A.B. degree, and Brenau is the only college in the second group that confers as many as six. Limestone College, in the third group, simply states that its graduates are "decorated with the highest college degrees," but several colleges in the fourth group confer, in addition to the time honored A.B. and A.M., the more modern—and often less honored—B.S., Ph.B., B.M., O.B., B.D., B.L., M.E.L., and L.L.M. The last three, the catalogues regretfully state, are designed for young ladies who "decline to study Latin."

Some of these schools may be sinning ignorantly, for the following bit of excellent educational theory precedes the outline of the course of study in a Tennessee college apparently admitting into its freshman A.B. course children who have just completed five grades: "It is earnestly desired that our patrons will coöperate with us in discouraging the overcrowding of work upon the growing minds of children, and remember that education is not merely an accumulation of

facts, but the gradual and thorough assimilation of the wonderful truths from the realms of History, Science, Literature, and Art. This is best accomplished by making haste slowly." This school, conferring an A.B. degree on children of ninth grade maturity, surely does not realize the extraordinary incongruity between its preaching and its *teaching*. But institutions definitely stating that they confer the B.S. degree on all who complete the college preparatory course arranged for students desiring to enter "such higher institutions of learning as Vassar and Vanderbilt" know that their degrees are merely nominal.

The catalogues of colleges of the third and fourth groups show as great a lack of restraint in their advertisements as in the variety of their degrees. Some claim to "duplicate the work of the best Eastern colleges," and nearly all advertise as "institutions for the higher education of women." Yet the catalogues of many of these schools—filled as they often are, with pictures of class day exercises, of basket ball squads, of tennis teams, of glee clubs, of "merriment" clubs, of "al fresco scenes" from various plays, and even of student groups "Spelling Taft—Sitting and Standing" resemble college annuals far more than college catalogues. Even the views of the buildings and of the surrounding country and the photographs of the professors tend to throw the emphasis on externals. And yet some institutions in the third and fourth groups do publish dignified catalogues, and, as I have already stated, give thorough courses as far as they go. But as long as they confer degrees for any preparatory work, they are sinning against present educational standards, and run the risk of remaining unclassified by United States commissioners of education, of failing to be endowed by the General Educational Board, and, worst fate of all, of being ridiculed by Carnegie Foundation investigators.

In stating the "technical" characteristics of women's colleges in the South, I have not dwelt on the advantages of a

thorough college training for women. In fact it is now generally conceded that a college education is of advantage even to women who are not teachers, and this holds in spite of the fact that many cultivated women have obtained in other ways an education more to be desired than that which the college *alone* can furnish. And I have not even touched on that much discussed subject—the proper kind of curriculum for a woman's college. I should like at least to refer any who wish scholarly reflections on this point, to Professor W. P. Trent's *Reflections on the Education of Women* in the Columbia University Quarterly, March, 1910, and to Professor M. L. Harkness's views on domestic science in the October (1911) *Atlantic Monthly*.¹ My object has been merely to report the actual conditions existing in Southern degree-conferring institutions for women, with the hope that the Association of Colleges and Preparatory Schools of the Southern States may devise some means of inducing these institutions not so much to raise, as to improve, their standards; and, above all, that this Association may soon educate public opinion to such an extent that nominal degrees will be ridiculed out of existence.

In closing I shall take the liberty of further trying to impress upon you the necessity of giving this subject your most careful consideration by quoting a passage from Burke's *Speech on Conciliation with America*, which, with the change of a word or two seems to describe your relation to Southern colleges for women:

"The first thing we have to consider in regard to the nature of the object is the number of *colleges for women in the South*. I have taken for some years a good deal of pains on this point. I can by no calculation justify myself in placing the number below one hundred and forty-one. This, Sirs, is, I believe, the true number. There is no occasion to exaggerate where plain truth is of so much weight and importance. But whether I put the

¹One View of Domestic Science.

present number too high or too low, is a matter of little moment. Such is the *ease* with which colleges shoot up in *this* part of the world that state the number as high as we will, while the dispute continues the exaggeration ends. While we are discussing any given *number*, they are *increased* to it. While we spend our time in deliberating over the mode of dealing with *one hundred and forty-one* we shall find we have *two hundred and forty-one* to deal with. I leave this consideration of the present and growing number of *women's colleges* in the front of your deliberation, because, Sirs, this consideration will make it evident to a blunter discernment than yours that no partial, narrow, contracted, occasional *treatment* will be at all suitable to such an object. It will show you that it is not to be considered as one of those *minima* which are out of the eye and consideration of the *Association of Colleges and Preparatory Schools of the Southern States*; not a paltry excrescence of the *educational system in America*. It will prove that some degree of care and caution is required in the handling of such an object. It will show you that you ought not, in reason, to *leave to their own devices such an unorganized horde of educational institutions*. You could at no time do so without guilt; and be assured you will not be able to do it long with impunity."

Standard Units for Admission to an A.B. College Course*

<i>English.</i>	Grammar (reviewed); composition; ten selected masterpieces	2 units.
	Critical study of four specified masterpieces; composition	1 unit.
<i>Latin.</i>	Grammar and Composition.....	1 unit.
	Cæsar: <i>Gallie War</i> (Four books); composition	1 unit.
	Cicero: six orations; composition.....	1 unit.
<i>Mathematics.</i>	Virgil: <i>Æneid</i> (Six books); composition..	1 unit.
	Algebra to Quadratic Equations.....	1 unit.
	Algebra—Quadratics, Progressions, Binomial Theorem	½ unit.
	Plane Geometry (Five books).....	1 unit.
<i>Greek.</i>	Solid Geometry	½ unit.
	Grammar and Composition.....	1 unit.
	Xenophon: <i>Anabasis</i> (Four books); composition	1 unit.
<i>French.</i>	Homer: <i>Iliad</i> (Three books); composition.	1 unit.
	Grammar; exercises; 100 to 175 pp. prose..	1 unit.
	Grammar; exercises; 250 to 400 pp. prose..	1 unit.
<i>German.</i>	Grammar; composition; 400 to 600 pp. prose and poetry.....	1 unit.
	Grammar; exercises; 75 to 100 pp. of reading	1 unit.
	Grammar; exercises; 150 to 200 pp. of reading	1 unit.
<i>History.</i>	Grammar; composition; 400 pp. of reading.	1 unit.
	Ancient History (Greek and Roman)....	1 unit.
	Mediæval and Modern European History..	1 unit.
<i>Science.</i>	English History	1 unit.
	American History and Civil Government..	1 unit.
	Physics with laboratory work.....	1 unit.
	Chemistry with laboratory work.....	1 unit.
	Physiography with field and laboratory work	1 unit.
	Physiology with laboratory work.....	½ unit.

The best colleges do not accept more than two units of history or of science for entrance. The following units are required for admission by typical Eastern colleges for women:

English.	Latin.	Math.	Greek or Mod. Lang.	Hist.	3d Lang. or Sci.	Total.
3	4	2.5	3	1	1	14.5

*The minimum time in which one unit of work may be done is five weekly recitations of 40 minutes each for 36 weeks, or four weekly recitations of 60 minutes each for 30 weeks, or a minimum total of 120 hours of 60 minutes.

The Opportunities and the Obligations of the College

WILLIAM H. HAND.

[Reprinted from the *South Atlantic Quarterly*, of October, 1910, by the kind permission of the author.]

Everybody knows that the War Between the Sections left the educational machinery of the South paralyzed. Most of the antebellum academies had been swept out of existence, and most of the boys of that period had neither the time nor the money to attend such schools, had they been in existence. Many of the colleges had closed their doors, and when they reopened them they found themselves without students of any kind of reasonable preparation; hence for years the colleges had to do preparatory work in their regular classes. Thus situated the colleges were compelled to maintain low standards and to perform the functions of the secondary school, and in so doing they discharged a duty to the State and to the cause of education for which all of us should be profoundly grateful. However, conditions have changed, and the college must readjust itself to the new conditions. The demand of the people was for better school facilities, and the public high school was the response. That it came after a long struggle is true, but it is firmly fixed as an integral part of a system of public education. The high school is now given State support and local support. It is clamoring not for money for its support, but for room for growth and development. The burden that was once laid heavily upon the college, the high school is ready and anxious to take up. The opportunity of the college is to get out of the high school territory, and its obligation is to encourage the development of the high school. Will the college take advantage of its opportunity and meet its obligation?

The high school is insisting upon occupying its own legit-

imate field, and that field is clearly enough defined to leave no cause for contention. Based upon a seven-year elementary school, which is almost universal in the southern states, a secondary school course of four years must be regarded as conservative. The pupil, whether going from the high school into the activities of life and citizenship or on to the college or university, needs at least four years of high school training. In most of the southern states high schools with regularly established four year courses and regular four year pupils are the exception, rather than the rule. The development and maintenance of four year high schools with broad and efficient courses of study depend very materially upon the attitude of the college toward such schools. The college should abandon the high school territory and insist upon the high school's occupying it. Will it do so? Alas! and alack! The college has so long enjoyed the flesh pots of Egypt that it is unwilling to leave them. One could at least sympathize with the college in this situation, were the college not so inconsistent. For at least ten years, in season and out of season, it has been bemoaning the lack of students prepared for college entrance. The condition which it bemoaned was a reality, and is yet a reality. But what is the college doing to better conditions? Is it setting up reasonably high standards for itself, then requiring students to measure up to those standards? Or, is it setting up paper standards fully up to the limit of the undeveloped high school, then waging a campaign for students from one to two years before they complete the high school course: From the narrow view point of numbers alone such a course is suicidal.

The college undertakes to excuse itself for maintaining low standards for entrance, and for canvassing for half-prepared students, on the untenable ground that there are so many places without adequate high schools, and that the college must accept conditions as they exist. It is true that there

are many places without even respectable high schools, but in taking the unprepared pupils the college is hindering such places instead of aiding them. Why should a community trouble itself to maintain a high school, when the college is eager to occupy the field? So long as the college takes the pupils to give them high school training, there will be few good local high schools; those pupils able to go to college will do so, while those unable to go will be compelled to stop school at the end of the elementary course for want of further opportunities. The writer has in his possession scores of letters from high school principals complaining that the colleges rob them of their pupils before they get through the high school. The college's excuse for accepting conditions as they exist is little more than a subterfuge. If conditions are bad (and they are), who is largely responsible for them and whose opportunity is it to better them? The college claims much righteousness in accepting wholly unprepared boys and girls, asserting that it must accept them or permit them to go uneducated. The college is under no moral obligation to accept any such pupil. It would render the pupil as well as the cause of education a positive service by sending him on to some good high school. It would cost the pupil no more, and he would find himself in a school where he would be prepared to do the work. Perhaps the pupil is seeking a college and not a high school. What has that to do with the wisdom of the choice? And what of the college itself? Does not the admission of wholly unprepared students to a college class confirm the charge that the college is competing with the high school? Verily, the college and the high school are rivals.

High-sounding subjects and well-rounded courses in the college catalogue tell but little. The basic question is, where do pupils begin on entering its classes? At the end of four years the student is just four years beyond his entrance. For

illustration a certain college has in its catalogue the statement that its curriculum is as high as that of any other college in the South. To the writer's knowledge the public school in the home town of that college has never been able to have more than two years in its high school course. The college is too coy and winsome a rival.

The popular mind has come to look upon the published entrance requirements of many colleges as fictitious, and the popular mind is more than half correct. With a college catalogue before you, giving its entrance requirements in the staple subjects, such as English, mathematics, history, and Latin, at a standard which you know the undeveloped high school is failing to reach, your mind is likely to be disturbed when you know that that same college is canvassing for students a year before they get through the average high school. It is hard to reconcile these cold facts with the constant wail of the college for better prepared students, and perennial announcements about having raised standards. A few colleges are making heroic efforts to better these conditions, but they are a small minority.

Although the college canvasses for three-year high school pupils and readily accept two-year pupils, it is usually unwilling to permit a four-year pupil from the same high school to enter the sophomore class. The reason assigned is that the college can not afford to degrade its standard of scholarship, since the teaching in the high school is inferior to that done in the college. For a college to admit a pupil to its freshman class from the second year of the high school and then refuse to admit to its sophomore class a four-year pupil from the same high school, is absurd. If the teachers in a high school can prepare a boy in two years for the freshman class, it is passing strange that the same teachers in two years more can not prepare a boy for the sophomore class. Remember that the question is of the quality of the teaching,

not of the quantity of work done. Does not the high school teacher teach high school subjects, in the high school way, to pupils of the high school age and advancement, while the college professor is supposed to teach college subjects, in the college way, to students of the college age? If the college admits that its freshman class is a high school, taught as a high school should be taught, its position, so far as the question under discussion goes, is consistent and logical; otherwise, it is illogical and untenable. Some of the evil fruits of this attitude of the college will be noted in the following paragraph.

The college is thoroughly justifiable in declaiming against the inferior teaching in the average high school. Much of it can scarcely be dignified with the name teaching. Yet a careful census reveals the fact that more than ninety per cent of the high school teachers in South Carolina hold college diplomas. The diplomas come from colleges throughout the Southern states. About the same conditions obtain in the other Southern states. Why does the college graduate not do a higher class of teaching in the high school? The answer is not difficult: the college took the pupil almost from the elementary school, almost totally ignorant of the high school branches, rushed him through four or five high school subjects during the freshman year, dosed him with lectures, instead of teaching him, the remainder of the four years, then sent him out to teach in the high school. To be specific, a boy takes one or two books of plane geometry in the high school, goes to college and is carried rapidly through the entire five books, and is told to make up any deficiencies by the end of his freshman year, or, at furthest, the end of his sophomore year. Now, it usually happens that the boy is in the same predicament as to English, history, Latin, and his other mathematics. What is the poor fellow to do? What can he do? He may have had good elementary training, and

it is to be hoped that he will get good college training. When is he to get his high school training? He goes back home to join his voice with that juvenile kidnapper, the professional college canvasser, in telling the boys and girls not to waste a year longer in the high school, but to go on to college.

Will the college and the university rise to their opportunity and meet their obligation, or will they permit their mania for numbers to continue to dominate them?

Meredith College After Twelve Years

PROF. G. W. PASCHAL in the *Biblical Recorder*.

I have received and looked through the last catalogue of Meredith College. It was first opened to students on September 27, 1899. It has just completed its twelfth session. It is a magnificent record that is revealed by the catalogue. Magnificent things have been done in these twelve years.

And the first magnificent thing is that Meredith College is setting the pace for the education of women in North Carolina. I do not know another college in our State where the requirements for the degree of Bachelor of Arts are as high as those stated in this catalogue of Meredith. In fact, less than ten years ago there was not an educational institution in the State, whether for men or women, that required so much for this degree as Meredith now requires. Some of these institutions are over a century old; Meredith is a little over a decade of years. And yet, in this short period Meredith has made its degree in pure point of scholarship about equal to that of any institution in our State. Is not this magnificent? And a scanning of the list of the members of the faculty who do work leading to this degree is reassuring that the work is well done. There are some good scholars and teachers in that faculty, and fortunate the young lady who sits under their instruction and feels their influence.

The only drawback to the worth of the Meredith degree, so far as I can see, is the lack of laboratory facilities of the best order for work in the science courses. This lack must detract somewhat from the character of the work in those courses, and detract still more from the recognition the work receives abroad. But we can remedy that. Let us do our duty by the college now and the laboratories will soon be provided.

But one may say, Is not Meredith trying to do too much?

Is it not putting its courses too high? My answer is, No. The courses are put just as high as in our colleges for men. They start at the same point and go just as far. Just as far, but no farther. If our boys can do the work in their colleges, and they can, our girls can do just as much. They have the same preparation in the high school and just as many years in college. When it comes to getting a college education the girl does not yield in a single point to the boy. Her ability to learn is as great as his; her willingness is often greater. And just here I am reminded that the curriculum of Meredith College needs extending so as to include Greek, and the girls should be encouraged to take it. Greek is a language especially suited to women. They always enjoy it, and it ministers to the special form of culture that a woman should have.

Another magnificent thing revealed in the catalogue is that the number of students working for the Bachelor of Arts degree seems to be increasing. This, I take it, is a good omen for the college. Meredith will become strong and influential in the State just in proportion to the number of students it turns out with a regular college education. This is the thing that tells. Music and art and such things are all right, as I shall say below, but the main thing is the regular college work. This is the strength of Vassar and Bryn Mawr and Wellesley.

And here let me say a word to parents. See that your daughters are well prepared and send them to Meredith to stay four years to take the regular college course. This will give them the kind of culture that they can get in no other way. It will turn them out with the training that will fit them for their future work. We are needing women with just such training in North Carolina. And they will command good salaries for their work. And what is their work? Teaching? Yes, teaching is a part of it, but not all. Wo-

men are doing about everything nowadays. They are doing most of the writing for the magazines. About all the poetry is written by women—and they get paid for it. Professor Sledd told me today of one woman who has made a half million dollars by writing poetry. Then the women are writing the stories and the literary criticisms. In fact, they do not seem to be leaving much for the men to do. There are so many things that women are doing—but it is the women who have had the advantages of good college training. So let no parent be afraid to give his daughter a regular college education. It will stand her in better stead in the days to come than anything else he can give her.

But how about music and art? Most magnificent things, the schools of Music and Art at Meredith. Their excellence is our special vaunt. And their development! Take the School of Art. Twelve years ago a bare room, with perhaps a chair or two sitting around. Today a well-equipped studio, the artistic touch on every wall and corridor and the artistic influence over the mind of every girl in the college. Wonderful transformation, due to no Alladin's lamp, but to the sacred, persistent purpose of one hard-working, enthusiastic woman. Yes, I endorse music and art. Every girl should have some training in both. I am glad a limited amount of work in each of the schools of Music and Art at Meredith can count on the requirements for the Bachelor of Arts degree. The important thing is not to think that work in music and art can take the place of the regular college work. They who show marked talent in either of these subjects should devote the greater part of their time to it, but only they. And even these will succeed best if they have the regular college training.

Another magnificent thing is that Meredith manages to keep the expenses low, not so low as is desirable, perhaps, but still reasonably low. We judge that a girl can get along

fairly comfortably on \$225 a year. This is considerably lower than the \$600 that Vassar charges. Those who board in clubs can pay all expenses for \$175. Some girls have been getting along for even less than this amount ever since the college started. Those girls that board in the clubs are about the finest girls I know of. The young men are of the same mind as I am. They are constantly trying to round them up before they leave college. I know some who used to live in the East Building who are now the wives of proud husbands who are making their thousands and furnishing their wives with automobiles. But we all want to see it possible for more poor girls to get their education at Meredith. We want better boarding facilities for them. We also want numerous scholarships provided for them. All of these things are going to take money. Yes, I really think we shall all have to do our very best to give Meredith the money needed for all of these things. And would not this be magnificent, too?

Wake Forest, N. C., June 13, 1911.

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MEREDITH COLLEGE

MARCH, 1912

Individual Health

Much is being said and done for the promotion of the public health, and it is without question one of the vital things of this age. *To those engaged in preventing disease and making the world a more healthful place to live in this generation will owe its greatest achievement.* In North Carolina, as in other States, health matters are being managed commendably and great credit is due our legislators, medical officials, and some intelligent laymen for the increasing interest everywhere manifested. *I believe that progress is being made.*

But (and this "but" will represent an addition rather than an antithesis) we must go behind the returns, if the campaign is to be really successful. *Public health problems can not be thoroughly settled in the herd.* In other words, we must go after the individual, and then our task will be the promotion of individual health as the basis of sound public health. I do not mean to say that we should neglect our opportunities of reaching the people collectively, but our appeal, I think, should always be to the individual. We must teach him, warn him, encourage him, reason with him, set him a good example. So shall he leaven the lump.

The query, "Am I my brother's keeper?" has been answered in the affirmative by all those who are altruistically concerned in public health. I believe just as firmly that we are also our *own* keepers. If I am a healthy person, I am of value to the community as a worker and relieve it of a burden; if I am sick, temporarily or permanently, I become a drag and a tax in proportion to my disability. Such facts

are well understood. How necessary, then, that each individual should keep himself at all times in the best possible condition. This is the doctrine to preach. Herbert Spencer gave out the text years ago: "Perhaps nothing will so much hasten the time when body and mind will both be adequately cared for as the diffusion of the belief that the preservation of health is a duty. Few seem conscious that there is such a thing as *physical morality*."

There are, of course, numbers of people who are not responsible for their state of health. Many are handicapped at the start; others are not to blame for conditions that arise afterward through no fault of their own. *Some are born sick, some achieve sickness, and some have sickness thrust upon them.* Every one is expected to do his best with what he has. The way to health is through right living. So that, besides educating the public to avoid disease, it is essential to train the individual to live right. This is the old theory of vital resistance. We can escape sickness in two ways—either by getting out of its reach or by throwing it off when it comes. Both means are desirable. The first is secured through *public* health, which protects us *from* disease; the second through *individual* health, which enables us to *fight* disease.

Now, the individualism which I am emphasizing must apply with equal force to the individual health officer and the individual family physician as well as to the individual layman. From all accounts, there is need of much sweeping in front of the doors of some health authorities. "Practice what you preach" may be too unjust an admonition, but that is the substance of what is needed. The public is surely prone to judge us as well by the laws as by the company we keep. I understand that some physicians are not careful to see that the plainest hygienic rules are carried out in their own households. Individual doctors even allow themselves to get into irregular habits of living and indulge in gross lapses of physical laws. I have heard that at least one medical

man in this State and the wife of another contracted small-pox. A sanitary inspector in one of our principal cities also had a severe case of the same disease. He was allowed to qualify for his office, although he had never been vaccinated. Physicians have been heard to say that they did not "believe in" diphtheria antitoxin or that certain ideas in regard to sanitation were "all tommyrot." Such assertions tend only to bring into bold relief the ignorance of those who make them, if they do not do actual harm to the cause of health advancement. These things ought not so to be. *I sometimes believe that a part of our money and some of the time of our health experts might well be spent in instructing the doctors themselves in matters of health.* Many a twist and snarl in their mental and moral fibre could then be straightened out. Some schools are now giving special courses and granting the degree of Doctor of Public Health. These courses will be improved and enlarged until there are developed specialists in public health who shall be able to train others in the work all over the land. This condition certainly is coming to pass.

The whole affair is a matter of teaching and preaching, and, as in all true education, it is the individual we are after. In the last analysis, *we want to get hold of the average man, the most uninformed man, and tell him how to live right.* Laws are good and we must have them; but there are some things that can not be legislated into people. I am not now nor have I ever been engaged in public health duty. My work lies in an entirely different field. Perhaps I have no right to present the foregoing criticisms and observations. I have done so solely upon the ground that I am interested in my native State and in the health of her people.—*Dr. Hubert A. Royster in February, 1912, Bulletin of the North Carolina State Board of Health.*

The Health of the Child Should be the Aim of the School

"The worship of the child is the religion of the future, and the teacher and the doctor are its priests." Upon this essay in metaphor Dr. Woods Hutchinson bases an appeal (*Good Housekeeping*) for a new public attitude toward the child, and a readjustment of our conception of the purpose of the school.

"It is no longer sufficient," says Doctor Hutchinson, "that school shall not interfere with the health of the child; it must positively promote it. The schoolroom should be tolerated in so far as it makes for health, and not one whit farther. Growth is the chief and only important business of the child; and the duty of education is to assist that growth. Whatsoever is more than this in it cometh of evil. The school ought to be, and must be, the wholesomest and healthiest place in the world for the child. The old education concerned itself solely with the mind of the child, and the only part of his body that it took into account at all was the brain-bulb at the upper end of him. The new education considers the whole child, and proposes to develop all his powers—bodily, mental, and moral. A healthy, happy, well-taught childhood for every child born into the community is its aim—nothing more, nothing less! No country which is contented with less can call itself civilized. The child is our best crop; the one for which, in fact, all others are raised; and no money, no time, no energy, intelligently spent upon its cultivation, can be wasted."

To many this statement will appear extreme, when as a matter of fact, it represents accurately the position which advanced educationalists everywhere are taking. The following suggestion is even more radical, but who knows that the very work here outlined will not yet be assumed by our schools?

"Though children need not enter the schoolroom until they are ten, they should come under the eye of the school at three. At this age, every child in the community should

come under the careful and loving observation of a school committee, consisting of a physician, an alienist, and a real, or born, teacher. He should be given a thorough examination, both physical and mental. His parents should be advised as to his food, his exercise, his habits of life, and his clothing, and told how to correct any little beginning abnormalities, or peculiarities, of mind, body, or temper. This should be repeated at least once a year, and oftener for children showing peculiarities, at the discretion of the committee; and the Board should be given power to enforce its recommendations where necessary.

"For the next five years, under the watchful eye of this Board, the children should be gathered into *real* kindergartens, in real gardens, in the open air. From eight to ten, according to their vigor and precocity, children should begin to come into schoolrooms to recite the lessons they have learned outdoors, and to receive instructions for the next day's lessons in learning by living and doing. Outdoors is the true study room of the child, and the more the education of the child is given outside of the schoolroom the more wholesome it will be for both pupil and teacher.

"The present schoolroom is still too much a place just to keep children out of mischief. It wastes the child's time abominably, to say nothing of the teacher's. Two-thirds of the discipline and routine of the schoolroom is for the comfort and peace of mind of the teacher, rather than for the good of the pupil. The curriculum is far more sacred and important than the child. Our public schools worship themselves first, the teacher second, and the child third and last. This is what makes schoolhouses so hopelessly unsanitary. In Zona Gale's laconic phrase, 'It's all just for the kids, ain't it? Then why not make it so?' The great modern school building, with its wilderness of stairways, halls and rooms, but no playground, no garden, no farm, no shops, no kitchen, never can be made sanitary and wholesome for growing children."—*From Good Health Magazine, February, 1912, by permission.*

The Nervous Life *

It would be difficult to overpraise Doctor Partridge's work. He deplors the havoc which nervousness is working in present-day life, but denies that it necessarily implies degeneracy; at the same time, refusing to regard it with pessimism, he recognizes grave perils to the progress of the race, unless to offset our increasing mentality we neutralize the tendency to abnormal "individuation" which is so marked a feature of our day. "Everywhere in times of greatest progress," says the author, "when the race has seemed to be emerging into a new stage of existence * * * great excitability and intensity and imperfect control have preceded great controlled activities. This is illustrated in ancient history by the periods of progress in culture in Greece, and later by the Renaissance in Europe. The same characteristics can be seen in our national life today. There is high intensity, ideals far in advance of achievement, strain, rapidly unfolding powers, imperfect control. * * * Accompanying the strain and pressure, incident to this mode of progress, an increasing number of abnormal individuals and of those having imperfect control, and the prevalence of powers partially controlled, would be expected. As a nation we are now in the condition of such imperfect command of our rapidly acquired power. The number of individuals who can not bear, without disaster, the strain of this life has increased rapidly in recent years, and will probably continue to increase. This is the inevitable price of progress by selection. Parts must degenerate that the whole, or main current, may go forward."

Accompanying this condition, however, is an "increasing individuation that accompanies all social advancement." This may be inevitable, but it must be prevented from becoming, under the peculiar conditions of modern life, abnormal. "In the higher species, as compared with the lower,

*"The Nervous Life." By G. E. Partridge, Ph.D. New York: Sturgis and Walton Company.

variability is greater. There are more kinds of individuals; they become more and more unlike one another. There is finally specialization of labor; temperaments become dissimilar, and while coöperation is increasing in some ways, individuals become estranged from one another. Social life is more complex, experiences more heterogeneous; it is harder for the individual to bring his experience into order, and it becomes more and more necessary for each to direct his own life. * * * Interests and activities are intense along a few definite lines, many interests must be suppressed in order to enhance the efficiency of the rest, and that all-round growth which knits up the fragments of experience into a true personality is more difficult to attain. The unused parts of the mind readily become sources of disorder. All these conditions invite ills of the nervous life."

The remedy lies in the protection of the weak from the disastrous effects of individuation, and in making it possible for them to lead moral lives. Public hygiene becomes an important problem. "Not only must the individual be understood and protected, but the habits and institutions of society must be made to compensate and check the evils which civilization brings. Coöperation must increase, to offset the increasing individuation of the parts; there must be legislation against unhygienic living, against too long hours of labor, against oppression by power. Sanitary conditions must be studied with special reference to nervous health, provision must be made for the recreational life of the people."

It is to this last aspect of the question, indeed—to hygiene and recreation with special reference to nervous health—that the volume is chiefly devoted. Food, the skin, exercise, sleep, rest, work, recreation, and diet are some of the subjects discussed in a practical way. The chapters dealing with diet and recreation are particularly stimulating, and from them we quote the following paragraphs. The principles which they enunciate ought to be aphoristic in this day of enlightenment, but they are not, and the best that writers

on hygiene can do is to reiterate them until they become literally proverbial:

"In the arrangement of meals prevalent in this country, it seems as though we had contrived to be as unhygienic as possible. Millions of working men have the noon dinner. They hurry home from work, eat the heaviest meal of the day in a few minutes, hurry back to the factory, and at once begin their work. At night, when they usually have more leisure than any other class, they eat, perhaps, a light and hasty supper. The theory is that one must 'work on a full stomach,' and that there must be activity after eating or the food will not digest. It is difficult to see why this plan is not totally bad in every way. In the summer it surely tempts to grave ills, which all too frequently follow. The fashionable man, on the other hand, whose greatest activity is likely to be in the evening, eats a late dinner, and digests it as best he can in the hurry of an evening's social excitement.

"Most people who live sedentary lives have less perfect digestion than those who have motor occupations; and dangers to them from absorption of food-poisons are greater. Two articles of food seem to be under suspicion by science and in the public mind as well, and it is likely that change in taste is slowly taking place in regard to them. These articles are sugar and lean meat. Both seem to be more essential to the motor worker, and to be especially harmful in excess, to the mental worker; sugar, especially by causing fermentation in the stomach, and meat by decomposition in the intestines. * * * For meat in large quantities, vegetables in greater variety can well be substituted. Certainly, if one dislikes the common vegetables or entertains the belief, which seems common in some parts of the country, that green vegetables are harmful or dangerous, he should learn to like them, and bring a good variety of them into his diet."

"Among idle occupations, rich in relaxational qualities, tramping must be mentioned as especially suited to the nerv-

ous worker. Many who have few opportunities for sport or whose early training in play was neglected, must depend almost entirely upon walking for outdoor exercise."

"Of all the games for adults, judged from the present standpoint, golf appears to be one of the very best. If attention is not too strongly directed to perfection of strokes, and winning, it is almost an ideal game to counteract the evils of nervous life."

"Occupations centered about house and indoors must be made by some to yield the desired relaxation. Gardening, the care of animals, even the mildest strolling in field and road, can be used to cultivate the spirit of harmony with nature, and with the common life, which is so much needed by all."

"Music is one of the best of all recreations. It de-individuates, as does all art, and is a language common to all."

"The value of a wide range of small interests and abilities, which fit into the small places of life, should not be overlooked, in their hygienic aspects. All fields of knowledge should receive some attention, even though it be in the smallest way, so that life is touched at all possible points."

"Reverie has its place in the mental economy, for it performs a health-giving function. The habit of wandering through space and time, of living impersonally in all points of view, is balancing and compensating to the limited life of the special worker."

"Even the religious life must be considered from the recreational point of view. For in this attitude the de-individuating is most complete. The individual for the time surrenders his individuality, and becomes lost in the whole, becomes a part of the whole meaning of life. All wide moral and social sympathies have the same effect, psychologically considered. Aside from their social values they are hygienic resources of the individual, and are a part of the recreational life."—*From Good Health Magazine, February, 1912, by permission.*

Physical Education and the School of the Future *

BY WILLIAM W. HASTINGS, PH.D.

The State is the political unit of progressive legislation. It is also the unit of progressive education. The two are inseparable. Education creates public sentiment, and public sentiment crystallizes in the form of legislation.

Because the educational system of a city like Asheville, North Carolina, Brattleboro, Vermont, or Detroit, is up to date, it does not follow that the State of North Carolina, Vermont or Michigan is so. It is likely that the suburbs of such a town or city and even the surrounding counties are favorably affected by its progressive methods, but the major portion of the State may escape the inspiration of example through lack of contact.

But where there is a well-organized State Teachers' Association, like that of Michigan, and where there is a city of the enterprise and leadership of Detroit and educational institutions of the national reputation of the University of Michigan and the Ypsilanti State Normal College, there is absolutely no reason why up-to-date facts and methods of teaching of any science, art or profession should not become the common possession of all the leaders of the State each year as they are discovered.

The State Teachers' Association is the natural clearing house for all new facts and methods required by the teachers of the State.

Principals and superintendents need to confer with physical directors as to the essential features of a correct workable system of physical education. Physical directors need to learn from those in supervision the limit of possible expenditure under the law and what it is possible to organize today.

* Opening address, Physical Education Section of the Michigan State Teachers' Association, Detroit, November 3, 1911.

THE AUTHORITY OF THE HOME KINDERGARTEN.

Physical education is the most basal and important thing in modern education.

The public schools are turning out little encyclopedias of general information by the most approved methods. The system is producing trained critics of literature rather than creators of literature, reciters of history rather than makers of history. Spoon-feeding is subtracting from them their individuality and moral stamina and unfitting them for higher professional and business education and for life. The insistent intellectual demands of the school are undermining the unity and authority of the home by making the school supreme, are still, in spite of increase in science teaching, exalting the theoretical to the neglect of the practical, are refining the externals to the neglect of health, vitality, and longevity.

The only way to make men is to make them from the ground up. The time to begin all-round training is at the beginning of life. The object of education is to develop vitality, character, and individuality. Sitting on a bench all day will not develop vitality; reading the experience of others, taken alone, will not develop courage, love of truth, and decision of character; nor will "plugging up" so many facts a day to make grades develop the constructive habit of mind which we recognize as the mark of strong individuality.

MAKING A MAN.

To make a man, place the boy in an environment where he will breathe, eat, sleep right and do a wholesome amount of muscular exercise with some definite purpose, both work and play. Give him tasks to do which require will power, concentration, and coöperation with others and which call forth the exercise of all his strength. And if you would develop the constructive mind, let him build things. The executive mind is trained to reason from cause to effect by mending little wagons, making sleds and bobs, mending gates,

doors and roofs, or building stalls for the calf or a home for the pigeons. The great leaders in business and the professions today in our cities are from the country or one generation removed.

Another thing which will aid in the making of a man is to put a stop to the present tendency of carrying the complex social activities of fraternities, literary societies, musical and dramatic clubs, dances and other festivities down into the life of the high school boy.

Blasé, dwarfed little old men and women are not what the world is looking for, but big, full-blooded, vigorous young men and women who have enjoyed to the full every moment of their existence in accordance with the tastes which belong to their age and sex. Let us have done with this theory of evolution which would short-circuit all youth and rob life of half its early care-free joy and happiness. The proper enjoyment of youth is essential to the resiliency needed for the real burdens of manhood. Teachers who are harried with the fear that with the increased sum of knowledge there will not be time for the child of the future to assimilate it all and properly "evolute" into the man of the future should learn to deal with essentials. The more extensive and accurate the results of scientific research, the easier it becomes to discover vital truths, to boil them down and give the essentials of life to the multitude.

WHERE THE SCHOOL ERRS.

The chief error of public school education today lies in trying to enter too thoroughly and intimately into each individual language, art, and science. We must learn to content ourselves with the essential elements of a subject and leave the expansion of details and processes by which conclusions are reached mainly to colleges and universities. Fewer subjects should be taken at a time; more concentration will result in greater thoroughness and more rapid advancement. Tutoring and summer school work have demonstrated the supe-

rior value of concentration. Simplicity in content and extent should be the basis for the reorganization of our school system. Complexity is ruinous to our growing young life. It is making children nervous and ill balanced, is causing them to lose sight of the essentials.

The school of the future will devote half the school hours to cultivation of the mind, the other half to cultivation of the body. Manual training, domestic science, play, and other forms of physical education will alternate with mental work, and by keeping the mind fresh and the vitality good, the output of real intellectual attainment will be more than doubled. Experience in half-time schools in London, New York and elsewhere has demonstrated that children who only attend school a half day make just as good or better progress than those who drone away over their books all day, and who by the prevalent ignorance of the physical basis of mentality are being systematically trained to stupidity and inattention.

The school of the future will be an industrial school, not only in the sense of teaching the trades, but also and more important in the sense of cultivating real industry through the necessity for actually doing things. It will be connected with farms and factories, will restore all that is valuable of the old English apprenticeship. The recent development of Farm High Schools in Minnesota, Iowa and other Western States is the forerunner of the greatest reform in modern education which has been seen for a century. It is being fathered and developed by University Extension. The fully developed school of this type will carry out the idea of the practice school of the University of Chicago by teaching the abstract through the concrete, thus eliminating all difficulty as to flagging interest or attention. Such a school is utilitarian, but it is no less educational. Out of it grows the university habit of personal investigation.

THE SCHOOL OF THE FUTURE.

The school of the future will teach practical business, ethics, political economy, and civil government. So far, we should have to get our children "pinched" and sent to a reform school or the penitentiary in order to have them taught the commercial and social value of truthfulness, honesty and faithful service. Boys and girls get such teaching best by exhibitions of the practical value of such principles as applied to themselves. An industrial school lends itself readily to the practical training of children along these lines. If the Elmira State Reformatory, for example, makes good, industrious citizens out of 85 per cent or more of the defective, diseased and criminal boys which enter its walls, ought not public schools to make a better showing?

The school of the future is an open-air school. If tubercular and defective children thrive, grow strong and well in the open air, why should the average normal child be deprived of its benefits? Is it too expensive a medicine? Is any one afraid our children will become too healthy and strong? They spend most of the period of growth in poorly heated, poorly lighted, and poorly seated schoolrooms. They contract postural deformities and eye troubles, become nervous, anemic and poorly developed. Thinking parents are not going to "stand for it" much longer. Some of us want schools for our children as good as those for dullards, defectives, tubercular and criminal children.

The school of the future will be a school for the development of health, vigor and efficiency. When a young man takes his first job, he is asked what he can do, not what he has heard. His ultimate success depends upon how long he can stick, and whether he is resourceful. How few could have delivered the "Message to Garcia."

Care of health can not be taught to children in a purely theoretical way, but principally along with and through a daily wholesome régime. By all means teach them the value

of oxygen and how to get it, but see that they get it; teach the value of pure, simple foods, but provide wholesome school lunches in school buildings; instruct them as to sleep and rest periods, but give them play and relaxation; define the amount and character of physical activities, but provide them and supervise them.

THE PHYSICAL DIRECTOR IN THE PUBLIC SCHOOLS.

As long as the cities remain in the lead along educational lines, the work of the physical director will remain the most important one department in the public school system. His care is the health and normal physical development of the child. To him naturally belongs the whole field of hygiene and physical education in the public schools. Medical inspection and physical measurements, medical and corrective gymnastics, hygienic gymnastics, playground games, athletics and the teaching of hygiene, belong to his province and should be carried on under his supervision. In the few cities where all these lines of work have been carried on, there has been so little correlation of effort as to make most of the work valueless. Medical inspection must be tied up with correction of defects; the teaching of hygiene must be given practical interest by application of the principles in the examining room, schoolroom and on the gymnasium floor. Interest the child in his own body and its development, and the details as to care of the body will take care of themselves.

In Boston and a few other cities all these lines of activity have been combined successfully under a department of hygiene. In some colleges it is called the department of hygiene and physical education. But, whatever it is called, let correlation and coördination under a responsible head be paramount.

What may be done in the way of correlation of forces for an institution may be done in a large way for a State.

PROPERLY TRAINED TEACHERS OF GREAT NEED.

The new law making physical education compulsory in the grammar grades throughout the State of Michigan, lays upon us a new responsibility for coöperation and united effort. As the result of this law the greatest present need in the State is for well-trained teachers of physical education. The same demand is urgent from the whole United States. Six hundred or more physical directors are required every year. Only about a hundred are graduated by our leading schools of physical education. The playground work, the public school work, the college work, and the Christian Association work each year are able to absorb nearly double this number of trained people. But the public school work demands a special type of physical director. This field demands the highest educational training, it demands the highest ideal and the finest executive ability. Send to the professional schools of physical education your best. The work is worthy of them. Send your university graduates, your normal school graduates, and your high school graduates if they have the character and natural ability. The solution of the question of the provision of broader, better trained physical directors is for each State to provide for its own supply by sending suitable material to the leading schools of physical education to be trained. The responsibility for this recruiting rests largely with the physical directors, superintendents and principals of schools in the State. As a makeshift, if you can not do better, send some of your livest teachers to our summer schools of physical education. Help us to meet this great need.

In conclusion, allow me to make the following suggestions:

That a Physical Directors' Society be maintained in the State, with an annual program as a section of the State Teachers' Association.

That this society have also other meetings during the year, quarterly or bi-monthly, as may be deemed feasible.

That the scope of these meetings be extended to include reports on scientific investigations, practical methods of work illustrated by exercises and exhibitions, also social features represented by a spread in the evening after the reading of papers, and by practical floor work.

That these meetings be held at various points in the State by invitation from groups of directors who constitute national centers, in order to draw as many as possible from each section of the State.

That the State Teachers' Association be requested to make this section of physical education permanent in order that the principals and superintendents may come together with the teachers of physical education at least once a year, and so work out the best system of physical education for the State.—*From Good Health Magazine, February, 1912, by permission.*

The Shallow Well

BY L. PAUL HESTEKO.

The "Old Oaken Bucket that Hung in the Well" sounds good when set to music, but just the same, it is a relic of barbarism that should become only a memory. Buckets were probably all right, in fact a necessity, fifty or seventy-five years ago, when there was no congestion of population and no other means of supply; but there is no legitimate reason why they should be maintained at this age of enlightenment and advancement in sanitation and municipal progress.

The use of the shallow well is without question the cause of thousands of unnecessary deaths every year. The peril from well water is so real that many a village that depends upon wells for its source of supply is more in danger from typhoid than are large cities that depend upon a lake or river for their supply.

In a progressive city of the Middle West a sanitary survey was made of the entire city, and the results obtained were astonishing, to say the least. It was found that since 1902 the typhoid mortality has been higher than any other registration cities of the Middle West. In 1903 it was 46 per hundred thousand of population; that of other cities, 24.6. In 1905 it was 38.4; other cities, 22. In 1909 it was 32; others 34. In 1910 the mortality jumped up to 51 per hundred thousand, or about four times that of Chicago. Through a large number of analyses of the municipal supply, it was found that the water was safe for drinking at all times, while practically every well was dangerously polluted. Investigations into the cause of this pollution showed that there were seven thousand shallow wells in the city, polluted by six thousand privy vaults. The data elicited from the survey was submitted to a number of prominent sanitarians, and all of these gentlemen concurred in the opinion of the Department that the undue prevalence of typhoid fever was due largely to the use of shallow wells, polluted by privy vaults.

An eminent sanitarian has said that "every case of typhoid is evidence of criminal neglect for which some one should pay a heavy penalty." The parent who permits his children to drink water from a suspicious well is to blame for the calamity which disease may bring to his family.

A short time ago a man registered a complaint in a health department to the effect that his neighbor had spoiled his well. "Last Saturday," he said, "I went to the gas house and obtained some gas house refuse and put it in his well to overcome the offensive odor. Yesterday I went out to get a bucket of water and found a scum had collected on the top and it had a characteristic tar odor. I am going to bring action against him at once and want you to back me up."

The health officer laughed and said, "You ought to pay that man for letting you know that you have been drinking the contents of his privy vault." The complainant saw the

point and laughed, and went away satisfied. He had not thought of the matter in that light, and immediately ordered his well filled up.

In a certain part of the same city, suspicion was aroused by the report of four cases of typhoid in three adjoining houses. Analyses of the well water which was used showed seven hundred bacteria per cubic centimeter, gas-forming bacteria present, and chlorine as chlorides, thirty-five parts per million. On recommendation of the health department the well was abandoned, but one life was sacrificed.

In the analyses of fifty wells and a number of periodic analyses of the city water, it was found that the municipal supply was safe at all times and never contained over fifteen parts of chlorine in one million, while only in one instance did a well contain less, and others were as high as 530. There is always warrant for suspecting sewerage contamination when the figures for chlorine run high. The results of these analyses indicate the condition of the private wells of this city and should not be permitted in any growing and progressive municipality. In a city where privy vaults have been used for years the soil is saturated with human feces, a fecal cavern, as it were, and no ordinary well can be considered safe.

Disease germs either get into the water from sewage or are washed into the water from soil polluted with human feces. Any water that comes from the surface should be held as suspicious, regardless of how clear or sparkling it may be. The fact that water is cool, clear, and has a good taste is no indication of its purity. It should be given a chemical and bacterial test.

The well will be the source of supply in the country regions for years to come, and therefore every precaution should be taken to prevent its contamination. Keep out the surface water. Bacteria inhabit the soil for four or five feet; consequently the surface water carries with it countless bacteria. A well should be located on high ground and as far away as

possible from barns, vaults and other buildings which may be a source of pollution. Probably the safest way to prevent contamination is to cover the well by cementing the upper part and having a water-tight cement cover.

Most people have an erroneous notion that if a well is cleaned it is all right for use. This is a false impression. The school board of a certain town went to the health officer and requested that the analysis of water be made from one of the school wells. A sample was taken and was declared bad. The well was cleaned out, but without any decided improvement. If a well becomes suspicious, the best and only thing to do is to abandon the use of it.—*From Good Health Magazine, February, 1912, by permission.*

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Contents

	PAGE
Calendar.....	9
Calendar for the Year.....	10
Board of Trustees.....	11
Committees of the Trustees.....	12
Officers of Administration and Instruction.....	13
Committees of the Faculty.....	16
Meredith College.....	17
Foundation and Purpose.....	17
Location.....	18
Buildings.....	19
Table Board.....	19
Laboratories.....	20
Library.....	20
General Information.....	21
Religious Life.....	21
Government.....	21
Physical Education.....	22
Hygiene and Care of Sick.....	23
Literary Societies.....	24
Publications.....	24
Lecture Course.....	25
Expenses.....	26
Tuition.....	26
Fees.....	26
Table Board.....	26
Room Rent.....	26
Expenses for the Year in the Literary Course.....	27
Payment of Fees.....	28

	PAGE
Admission.....	30
Admission to Freshman Class.....	31
Conditioned Students.....	31
Irregular Students.....	31
Special Students.....	32
Routine of Entrance.....	32
Definition of Requirements.....	33
Latin.....	33
Modern Languages.....	34
English.....	34
Mathematics.....	37
History.....	38
Science.....	40
Requirements for Graduation.....	42
Degrees—Bachelor of Arts.....	42
General Regulations for Academic Work.....	43
Credits.....	43
Reports.....	43
Examinations.....	43
Conditions and Deficiencies.....	43
Outline of Courses for the A.B. Degree.....	45
Schedule of Recitations.....	47
Courses of Instruction.....	48
I. Latin.....	48
II. Modern Languages.....	49
III. English.....	51
IV. Mathematics.....	54
V. History.....	55
VI. Natural Science.....	57
VII. Bible and Philosophy.....	59
VIII. Education.....	61
Register of College Students.....	65

	PAGE
School of Elocution.....	71
Admission.....	71
Requirements for Graduation.....	71
Outline of Course for Diploma in Elocution.....	72
Register of Students.....	74
School of Art.....	77
Art Medal.....	77
Admission.....	78
Requirements for Graduation.....	78
Courses of Instruction.....	79
Register of Students.....	82
School of Music.....	85
Faculty.....	87
Aim and Equipment.....	89
Admission.....	89
Requirements for Graduation.....	89
Outline of Course.....	90
Schedule of Recitations.....	91
Department of Theory.....	92
Department of Piano Forte.....	95
Department of Organ.....	96
Department of Violin and Stringed Instruments.....	97
Department of Voice Culture.....	98
Ensemble Playing.....	99
Solo Class.....	99
Students' Recitals.....	100
Faculty Concerts.....	100
Choral Society.....	100
Music Supplies.....	100
Register of Students.....	101
Summary of Students Taking College Work.....	105

	PAGE
Meredith Academy.....	107
Faculty.....	109
Admission.....	110
Expenses.....	110
Outline of Course.....	111
Schedule of Recitations.....	112
Courses of Instruction.....	113
Latin.....	113
Modern Languages.....	114
English.....	114
Mathematics.....	116
History.....	117
Natural Science.....	118
Register of Academy Students.....	119
Register of Preparatory Music.....	124
Register of Primary and Kindergarten Music.....	126
Summary of Academy and Preparatory Students.....	128

Calendar

1912

JANUARY							APRIL							JULY							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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1913

JANUARY							APRIL							JULY							OCTOBER						
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MARCH							JUNE							SEPTEMBER							DECEMBER						
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22	23	24	25	26	27	28	22	23	24	25	26	27	28	21	22	23	24	25	26	27	21	22	23	24	25	26	27
29	30	31					29	30						28	29	30					28	29	30	31			

Calendar for the Year 1912-1913

Sept. 11. Wednesday	{	FIRST SEMESTER begins.
12. Thursday		PRELIMINARY classification of new students.
Sept. 13. Friday		MATRICULATION and REGISTRATION of incoming students.
Sept. 14. Saturday		LECTURES and CLASS WORK begin.
Sept. 28. Saturday		APPLICATIONS for degrees and diplomas for 1913 must be submitted to the Deans.
Nov. 28. Thursday		THANKSGIVING DAY; a holiday.
Dec. 20-Jan. 2.		CHRISTMAS RECESS.
Jan. 3. Thursday		LECTURES and CLASS WORK begin.
Jan. 16-25.		FIRST SEMESTER EXAMINATIONS.
Jan. 25. Saturday		FIRST SEMESTER ends. Matriculation of students.
Jan. 28. Tuesday		MATRICULATION and REGISTRATION of students.
Jan. 29. Wednesday		LECTURES and CLASS WORK of second semester begin.
Feb. 13. Thursday		FOUNDERS' DAY; a holiday.
Mar. 25.		TUESDAY AFTER EASTER; a holiday.
May 15-24.		SECOND SEMESTER EXAMINATIONS.
May 23.		STUDENTS must submit to Deans their schedule of work for 1913-14.
May 25-27.		COMMENCEMENT.

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†This includes only those members of the faculty offering work toward the A.B. degree.
For the faculty of other Schools see pages 71, 77, 87, 109.

‡On leave of absence.

§Giving one or more courses toward the A.B. degree.

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OLIVIA RANEY LIBRARY.

LIBRARIAN.

ALICE CAROLINE JOHNS,

HOUSEKEEPER FOR MAIN BUILDING.

MRS. JESSIE EARNSHAW,

HOUSEKEEPER FOR EAST BUILDING.

WINIFRED COBB WALLACE,

MATRON.

MRS. OCTAVIA SCARBOROUGH NORWOOD,

NURSE.

BERTHA LUCRETIA CARROLL,

STUDENT ASSISTANT IN PHYSICAL EDUCATION.

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Executive.—President Vann (*Chairman*), Miss Paschal, Dean Brown, Professor Poteat.

Classification.—Deans Boomhour and Brown, with the Heads of Departments.

Catalogue.—Professors Boomhour (*Chairman*), Smith.

Lecture.—President Vann (*Chairman*), Professors Colton, Phelps.

Bulletin.—President Vann (*Chairman*), Professors Colton, Loomis, Phelps.

Library.—Dean Boomhour (*Chairman*), Professors Smith, Freeman.

Athletics.—Director Royster (*Chairman*), Professor Loomis, Instructor Thompson.

Grounds.—Dean Brown (*Chairman*), Professor Smith, Miss Paschal, Mr. Ferrell.

Public Ceremonies.—Professors Phelps (*Chairman*), Hagedorn, Miss Paschal.

MEREDITH COLLEGE

Foundation and Purpose

Meredith College, founded by the Baptist State Convention of North Carolina, was granted a charter by the State Legislature in 1891, and was first opened to students on September 27th, 1899. It was formerly named *The Baptist University for Women*; but at their annual meeting in May, 1909, the trustees changed the name to *Meredith College*, in honor of the Reverend Thomas Meredith, for many years a noted leader of the Baptist denomination in North Carolina. This name is especially appropriate, for Thomas Meredith presented a report to the Baptist State Convention of 1838 strongly recommending the establishment of an institution in Raleigh for the higher education of women.

The College is trying to carry out the ideals of its founders in character building as well as in scholarship. Its intention is to provide not only thorough instruction, but culture made perfect in the religion of Jesus Christ. Students are required to attend some church on Sunday morning, and to attend chapel exercises daily. The Christian type of womanly character is upheld, but special care is taken not to interfere with denominational preferences.

The policy of the College is to offer its advantages at cost. There are no profits or dividends; hence the expenses of stu-

dents are decidedly less than at some institutions of lower grade. An endowment and a loan fund are being gradually accumulated.

Location

Meredith College is admirably located in Raleigh, the educational center of the State. The great number of schools and colleges is due not only to the broad educational interests centering in the State Capital, but also to the natural environment and healthful climate. Raleigh is situated on the edge of the plateau which overlooks the coastal plain, and is three hundred and sixty-five feet above sea-level; thus it is favorably affected both by the climate of the sea coast and by that of the mountains. The water supply, too, is excellent; it comes from a short, never-failing stream which has a controlled watershed, and it is regularly tested by experts. All of the Meredith College buildings are directly connected with the city system.

The College itself is in the center of the city, near the Capitol, and only a few blocks from the State and Raney libraries. Within three blocks to the west and southeast are the First Baptist Church and the Baptist Tabernacle; churches of other leading denominations are also near. Among the many advantages of college life in the Capital City is the opportunity of attending meetings of the State Legislature, the annual meeting of the North Carolina Literary and Historical Association, and important public addresses by distinguished speakers in the new city Auditorium.

Buildings

The College has at present five buildings: Main Building, Faircloth Hall, East Building, and two Cottages.

The Main Building contains the chapel, classrooms, laboratories, library, art studio, living rooms, and dining room.

Faircloth Hall, which is an annex to the Main Building, accommodates ninety-six students, two in a room, and contains four large classrooms, the music practice rooms and the two society halls.

The East Building contains residence and dining rooms.

Each of these buildings is of brick, is lighted by electricity and heated by steam, and has bath rooms with hot and cold water on each floor. The rooms, homelike and attractive, with plenty of light and fresh air, and the spacious halls, show ample provision for comfort and health.

The North and South Cottages are heated by stoves or grates, but in other respects are equipped like the other buildings. These two cottages, together with the East Building, and fifteen rooms of Faircloth Hall, are reserved for the girls who board in the East Building.

The regulations for the five buildings are the same. There are no discriminations among the students in any way.

A night watchman is employed throughout the College year.

Table Board

In the Main Building, table board may be had for sixty dollars a Semester. In the East Building the students, under the direction of an experienced housekeeper, do their own cooking and serving. The work is distributed so that not more than one-half hour a day is required of any one student. The table board in this building is thus reduced to seven dollars a school

month or thirty-one and a half dollars a Semester, and is payable every four weeks in advance. This year ninety-one students have taken meals in the East Building.

Laboratories

The laboratories are furnished with water, gas, compound microscopes, lockers, chemicals and apparatus for individual work in Chemistry, Physics and Biology.

The State Museum, to which additions are continually being made, is of much service to the Department of Science.

Library

The library has been reclassified and reorganized under the direction of the secretary of the State Library Commission, making it much easier for the students to work intelligently.

There are over thirty-seven hundred volumes and five hundred pamphlets in the library; these have been carefully selected by the heads of departments. Thirty-five magazines, twenty-four college magazines, and seventeen newspapers are regularly received.

The Olivia Raney Library of over ten thousand volumes and the State Library of forty thousand volumes are open to our students and are within three blocks of the college. The State Library offers to students of American history unusual advantages in North Carolina and Southern history.

General Information

Religious Life

All boarding students are required to attend the religious services which begin the work of each day and to attend Sunday School and church on Sunday mornings eighty-five per cent of the time, unless excused for special reasons.

The Young Woman's Christian Association is the largest student organization in the College. The work and direction of this body are entirely under the management of the students. The faculty become members of the Association, and as such share in the meetings. The Association stands for a deeper spiritual life among the members, and for a united effort to help others to live consistent Christian lives. A devotional meeting is held every Sunday night. The first meeting in each month is set apart for the subject of Missions. In addition there is a short prayer meeting each morning.

Five Bible study and three Mission classes, under the direction of members of the faculty and students are pursuing systematic courses of study, the aim of which is to give the student a more thorough knowledge of the Bible and of Mission work, both in the Home and Foreign fields. During the past year there has been a Student Volunteer Band of eleven members. The Association is still aiding the Young Woman's Association of the State in the support of Miss Lanneau, their missionary in Soochow, China. Miss Lanneau is a graduate of Meredith.

Government

All regulations are framed with the view of limiting individual freedom only for the sake of moral security and of obtaining conditions for study. Any who are not willing to

acquiesce cheerfully in these considerations should not apply for admission.

While we seek in all reasonable ways to gratify the wishes of parents, it must be borne in mind that so long as students are in this institution they must be under our direction, and not that of their parents.

The government is almost entirely in the hands of the students themselves, under a set of regulations submitted by the Faculty and adopted by the Student Government Association. They have their own Executive Committee, which has the general oversight of the order and deportment of the students. Difficult cases are referred to a Faculty Advisory Committee. This system tends to promote honor and self-reliance.

Physical Education

All students when entering College are required to pass a physical examination, with essential measurements, by the Resident Physician and Physical Director. If this should show reasons why a student should not take the regular work, then special exercises adapted to her needs will be prescribed for her. A special examination is required before a student is entered for the heavy field sports.

On the College grounds are courts for tennis, basketball, and archery; and a well equipped out-of-door gymnasium with climbing ropes, teeter-ladders, giant-stride or merry-go-round, vaulting-bars, chest-bars and flying-rings.

Every student not a senior is required to exercise four *half hours a week* in the Gymnasium, from October 1st to April 1st. While taking the prescribed work she must wear the regulation gymnasium suit. It is better and cheaper for the young women to procure their suits after reaching College. Regular exercise in the open air of not less than *one-half hour daily* through the year is required of *every* young woman

unless excused by the resident Physician or Director. Students are credited in the physical and field work on the basis of faithfulness and punctuality.

The Athletic Committee of the Faculty, with the Physical Director, has control of all field sports.

A handsome silver loving cup is offered yearly to the best inter-class basketball team.

Hygiene and Care of the Sick

Once a week during the year the Physician in charge lectures to the entire student body on General Hygiene and the Care of the Body. For six weeks in the second semester these lectures will embrace "First Aid to Injured" topics. Every student is required to attend these lectures except in her junior and senior years.

The Physician in charge holds office hours at the College, at which time the students may consult her, upon all subjects of hygiene or relative to their personal health.

The general laws of health, so far as possible, are enforced. It is the purpose of the college physician to prevent sickness by means of the knowledge and proper observance of hygienic conditions.

The food of the sick is under the direction of the physician and nurse.

No medicines are to be administered except by the advice and prescription of the physician, as much harm results from the promiscuous taking of medicine without competent advice.

A trained nurse is employed by the College.

Under the direction of Mrs. Bessie Worthington Horn, and in honor of her mother, the Missionary Society of the Baptist church of Wilson, North Carolina, has fitted up an infirmary in the Main Building.

The plumbing, ventilation and general sanitary conditions of the College are believed to be faultless.

Literary Societies

There are two Literary Societies: Philaretian and Astro-tekton, meeting every Saturday night. These Societies are organized to give variety to the college life and for the promotion of general culture.

After three weeks from the date of registration, any student, on obtaining written permission from the President, may become a member of either of the societies, provided its membership shall be less than three-fourths of the aggregate membership of both of them.

Each society is offered a Memorial Medal for the best English essay. The Carter-Upchurch medal of the Astrotekton Society is the gift of Mr. Paschal Andrew Carter, of New York City. The Minnie Jackson Bowling medal of the Philaretian Society is given by Dr. Edwin Holt Bowling, of Durham.

It is believed that secret societies will detract from the interest and value of the literary societies. The organization of sororities or clubs of any sort is, therefore, prohibited.

College Publications

By the College

The Bulletin: This is the official publication of the College and appears quarterly. It will be mailed to any address regularly upon request to the Dean.

By the Students

The Acorn: This is the monthly magazine of the students. It will be mailed to any address upon receipt by the Business Manager of the subscription price, one dollar.

Oak Leaves: The College Annual is published by the Literary Societies. Any one desiring this should communicate with the Business Manager of the Annual.

Lecture Course

Each year the College provides for a number of lectures and concerts in order that the students may have the opportunity of hearing eminent lecturers and of enjoying the largest advantages in musical culture.

For the year 1911-1912 the course has been as follows:

John Cowper Powys, M.A., Cantab., *George Meredith; Keats*.

C. Delsile Burns, M.A., Cantab., *The Spirit of the Renaissance*.

Louis Umfreville Wilkinson, M.A., Cantab., *Leo Tolstoy*.

Charles Henry Caffin, A.B., Oxford, England, *Art for Life's Sake*.

The Pasmore Trio.

Edward Baxter Perry, Pianist.

Clarine McCarty, Pianist.

Maud Powell, Violinist.

Henry B. Vincent, Organist.

Expenses

Tuition Each Semester

College Course	\$30.00
Literary and Theoretical Work in Music Course (see p. 90)	30.00
Piano\$32.50,	40.00
Organ\$25.00,	40.00
Violin	30.00
Voice\$32.50	40.00
Voice, Instructor	25.00
Elocution, private lessons\$25.00,	35.00
Elocution, class lessons	5.00
Art	25.00
China Painting	25.00

Fees Each Semester

Matriculation fee (applied on semester's tuition).....	10.00
Chemical Laboratory fee.....	2.50
Biological Laboratory fee.....	1.00
Library fee	1.00
Lecture fee	.75
Gymnasium fee	1.00
Medical fee	2.50
Use of Piano one hour daily.....	4.50
For each additional hour.....	2.25
Use of Pedal Organ one hour daily.....	6.00
Use of Pedal Piano one hour daily.....	4.00
Use of Pipe Organ per hour.....	.25

Table Board Each Semester

Main Building	60.00
East Building	31.50

Room Rent Each Semester

Including fuel, light, and water:		
Main Building	{ Front rooms or two-girl rooms.....	17.50
	{ Other rooms in Main Building.....	15.00
Fairecloth Hall		15.00

Faircloth Hall (to those who board in East Building) ..	\$17.50
East Building	12.50
South Cottage	11.25
North Cottage	10.00

Expenses for the Year in the Literary Course

In Main Building or Faircloth Hall:

Board, room, lights, fuel, and bath.....	\$150.00 to \$155.00
Tuition, College Course	60.00
Medical fee	5.00
Library fee	2.00
Gymnasium fee	2.00
Lecture fee	1.50
	\$220.50 to \$225.50

In the East Building this amount is from \$52 to \$65 less, depending upon room.

All bills are due for the semester in advance, but for the convenience of patrons, payments may be made quarterly in advance.

Students who pursue any two of the following—Music, Art, Elocution—may take one literary subject at a cost of \$10.00 a semester.

Students pursuing one special course may take one literary subject at \$12.50 a semester.

Students pursuing one special course may take two literary subjects at \$15.00 a semester.

Special students may elect one theoretical course in School of Music at \$10.00 a semester. Two theatrical courses at \$15.00 a semester.

Students in the A.B. course may elect theoretical courses in the School of Music which count toward their degree at \$5.00 each semester.

Graduation fee, including diploma..... \$5.00

All resident students are required to pay the Lecture fee. Nonresident students, if they wish, may secure season tickets by paying the required fee.

Nonresident students are not required to pay the medical fee.

If a student withdraws from the institution, or is sent away for misconduct, before the semester expires, no charges for tuition, room rent, or incidental expenses for that semester, and no charges for board for the quarter in which she leaves, will be remitted. But in event of sickness of such a nature as in the opinion of the College Physician requires the retirement of the student, the charges for board may be refunded from the date of retirement, upon the order of the Executive Committee, provided that no reduction will be made for absence of less than four weeks.

Teachers remaining during the Christmas recess will be charged regular table board.

The Payment of Fees

On days of registration at the beginning of each semester all students are required to pay to the Bursar the matriculation fee of \$10.00.

No student may enter any class at the beginning of either semester until she has paid the matriculation fee, \$10.00, for that semester.

Any student who fails to register at the appointed time will be required to pay the Bursar an additional fee of \$1.00 and to show receipt for the same to the Classification Committee. This special fee of \$1.00 will be required of those who are late in entering as well of those who neglect to arrange their courses with the Classification Committee, and will not be deducted from any bill. For time of registration see page 32.

To secure rooms, applications must be accompanied by a

deposit of \$5.00. No definite room can be assigned except at the college office. Any preference in rooms will be given in the order of application.

The \$5.00 room fee deposit and the \$10.00 matriculation fee will be deducted from the first bill of each semester, *but they are not returnable under any circumstances.*

Admission Requirements

Students are admitted either (*A*) by certificate or (*B*) by examination.

A. Meredith College accepts all certificates of work completed in high schools accredited by the University of North Carolina or from high schools in other States accredited by universities belonging to the Association of Colleges and Preparatory Schools of the Southern States. The College also accepts certificates from its own list of approved private and church schools. All certificate students, however, are admitted on probation. Those whose work proves unsatisfactory within the first month will be advised to take the next lower course.

Students desiring to be admitted on certificate should send to the Dean, if possible before their graduation, for a blank certificate to be filled out and signed by the principal of the school they are attending. Candidates will find it much easier to attend to this before their schools break up for the summer. All certificates should be filed with the Dean not later than August first of the year in which the student wishes to enter.

No candidate will be admitted to the freshman class, except on examination, until such a certificate properly filled out and signed by the principal is presented to the College.

B. Students desiring to be admitted under the second of these conditions should see page 32.

Students applying for advanced standing should read *Credits*, p. 43.

Admission to the Freshman Class

For full admission to the freshman class a candidate must offer fourteen units of work. A unit represents four one-hour recitations or five forty-five minute recitations a week throughout a secondary school year.

Every candidate for the A.B. degree must offer:

Latin	3	units.
French or German.....	1	unit.
English	3	units.
Mathematics: { Algebra	1.5	units.
{ Geometry	1	unit.
History	2	units.
Science: { Physical Geography	0.5	unit.
{ Physiology	1	unit.
Elective*	1	unit.
Total	14	units.

Conditioned Students

A student may have two whole conditions and two slight conditions. A slight condition signifies that a student lacks a small part of the preparation in some subject.

A whole year's condition in one subject can not be substituted for slight conditions in two subjects.

Irregular Students

Students who wish to work for a diploma in music or in art will be admitted as irregular students if they are able to offer ten units of work. They must offer three units in English, may be allowed two whole conditions and two slight conditions, and must take fifteen hours of work a week.

*Elementary Physics or an additional unit in any of the above subjects except English will be accepted.

Special Students

Special students are admitted without examination under the following conditions: (1) They must be at least twenty years of age; (2) they must give proof of adequate preparation for the courses sought; (3) they must take fifteen hours of work a week.

Routine of Entrance

Students should report to the office promptly upon arrival for matriculation.

1. *Preliminary Classification.*—All new students must appear before the Classification Committee on the two days before General Registration, for consultation with the committee upon work taken before coming to this College. For the year 1912-1913 consultations will be held as follows:

September 11, Wednesday, 9 a. m., History and Science:

3 p. m., Latin.

September 12, Thursday, 9 a. m., English and Modern Languages;

3 p. m., Mathematics.

2. *Registration.*—On the day of General Registration the student will appear in person before the Deans and be assigned subjects to be carried during the ensuing semester.

No student may register for less than a semester.

Days for registration September 13th, 9 a. m., for first semester; Tuesday, January 28th, 9 a. m., for second semester.

Definition of Requirements

LATIN (3 units)*

GRAMMAR.

A thorough knowledge of forms and the principles of syntax with special emphasis upon relative and conditional sentences, indirect discourse and all uses of the Subjunctive. D'Ooge's *Latin for Beginners* and Allen and Greenough's *Latin Grammar* are recommended.

PROSE COMPOSITION.

Ability to translate into Latin connected passages of idiomatic English of moderate difficulty based on Cæsar and Cicero. This will require one period a week during each year of preparation. Baker and Inglis' *High School Course in Latin Composition* is recommended.

It is of special importance that practice in writing Latin should be continued throughout the entire period of preparation in connection with the reading of Latin authors.

READING.

Four books of Cæsar's *Gallic War* (Bennett). Six orations of Cicero, including the four against Catiline (D'Ooge).

Training should be given from the beginning in reading Latin aloud according to the Roman method of pronunciation, with careful attention to vowel quantities, and in translating Latin from hearing as well as at sight from the printed page.

Teachers of Latin in preparatory schools are urged to insist upon the use of idiomatic English in translation.

It will require at least three years of careful study to make the needed preparation.

*Six books of Virgil's *Æneid* may be offered as a fourth unit in Latin. For a description of this Course, see page 48.

MODERN LANGUAGES (1 unit)*

The candidate must offer one unit in either French or German.

FRENCH.

Pupils must be prepared on Part I of Frazer and Squair's *French Grammar* (or its equivalent), and 150-200 pages of simple French reading.

This preparation will require at least one year's work.

GERMAN.

Pupils taking German must be prepared on Harris's *Lessons in German* (or its equivalent), and 150-200 pages of simple German reading.

This will require at least one year's work.

ENGLISH (3 units)

COMPOSITION.

1. There should be practice in writing equivalent to weekly themes for the whole four years of the preparatory course. These weekly themes should average from 350 to 500 words and should be accompanied by definite outlines; the subjects for themes should not be drawn chiefly from books. When studying the paragraph, the student should be allowed to substitute daily paragraph-themes, based on experience, for the weekly theme. She must be able to spell, capitalize, and punctuate correctly. She will be expected to have a practical knowledge of the essentials of English grammar, including inflection, syntax, the use of phrases and clauses.

2. There should be systematic study of rhetoric made subservient to the work in composition. Particular attention should be given to the structure of the sentence, paragraph, and whole composition; to unity, emphasis, and coherence; to good use in words; and to the analysis and outlining of essays. The following books are recommended:

FOR FIRST YEAR.—Sykes's *Elementary English Composition* (Scribner's Sons), or Baker and Abbott's *English Composition* (Henry Holt & Co.), or Scott and Denney's *Elementary English Composition, Revised* (Allyn and Bacon).

*An additional unit in French or German may be offered as follows: in French, Frazer and Squair's *Grammar*, Part II, and the reading of 300 pages of modern prose; in German, Joynes-Meissner's *Grammar*, and the reading of 200 pages of literature in the form of easy stories and plays.

FOR SECOND YEAR.—Brooks and Hubbard's *Composition-Rhetoric*, Part I (American Book Co.), or Scott and Denney's *Composition-Rhetoric* (Allyn and Bacon).

FOR THIRD YEAR.—Brooks and Hubbard's *Composition-Rhetoric*, Part II.

FOR FOURTH YEAR.—Study of various masterpieces from the point of view of structure, that is, in such a way as to review all the principles of composition.

LITERATURE.

A. *Reading and Practice.*

The candidate is required to present evidence of a general knowledge of the subject-matter, and to answer simple questions on the lives of authors.

*The books for 1912 must be selected from the following:
Group 1 (two to be selected).

Shakspeare's *As You Like It*, *Henry Fifth*, *Julius Cæsar*, *The Merchant of Venice*, *Twelfth Night*.

Group 2 (one to be selected).

Bacon's *Essays*; Bunyan's *Pilgrim's Progress*, Part I; *The Sir Roger de Coverley Papers in The Spectator*; Franklin's *Autobiography*.

Group 3 (one to be selected).

Chaucer's *Prologue*; Spenser's *Faerie Queene* (Book I); Pope's *The Rape of the Lock*; Goldsmith's *The Deserted Village*; Palgrave's *Golden Treasury* (First Series), Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, and Burns.

Group 4 (two to be selected).

Goldsmith's *The Vicar of Wakefield*; Scott's *Ivanhoe*; Scott's *Quentin Durward*; Hawthorne's *The House of Seven Gables*; Thackeray's *Henry Esmond*; Mrs. Gaskell's *Cranford*; Dickens's *A Tale of Two Cities*; George Eliot's *Silas Marner*; Blackmore's *Lorna Doone*.

*See the selections recommended in the note at the close of group 6.

Group 5 (one to be selected).

Irving's *Sketch Book*; Lamb's *Essays of Elia*; DeQuincey's *Joan of Arc and the English Mail Coach*; Carlyle's *Heroes and Hero Worship*; Emerson's *Essays* (Selected); Ruskin's *Sesame and Lilies*.

Group 6 (two to be selected).

Coleridge's *The Ancient Mariner*; Scott's *The Lady of the Lake*; Byron's *Mazeppa and the Prisoner of Chillon*; Palgrave's *Golden Treasury* (First Series), Book IV, with especial attention to Wordsworth, Keats, and Shelley; Macaulay's *Lays of Ancient Rome*; Poe's *Poems*; Lowell's *The Vision of Sir Launfal*; Arnold's *Sohrab and Rustum*; Longfellow's *The Courtship of Miles Standish*; Tennyson's *Gareth and Lynette*, *Launcelot and Elaine*, and *The Passing of Arthur*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Evelyn Hope*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *The Boy and the Angel*, *One Word More*, *Herve Riel*, *Pheidippides*.

NOTE.—The following selections are recommended: First year—*Pilgrim's Progress*, *Evangeline*, *The Courtship of Miles Standish*; second year—*The Sketch Book*, *The Vision of Sir Launfal*, *The Lady of the Lake*, *Ivanhoe*; third year—*Julius Cæsar*, Poe's *Poems and Tales*, *Idylls of the King*, *Silas Marner*, *The Merchant of Venice*; fourth year—*Macbeth*, Macaulay's *Life of Johnson*, Milton's *Minor Poems*, Burke's *Speech on Conciliation with America*. [Blakeley's *Outlines for Studies in English* (American Book Co.) will be suggestive to both teacher and student.]

B. *Study and Practice.*

Preparation for this part of the work includes thorough study of each of the works named below; a knowledge of the subject-matter, form, and structure. In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed works belong.

The books for 1912 are: Shakspeare's *Macbeth*; Milton's *Comus*, *L'Allegro* and *Il Penseroso*; Burke's *Speech on Con-*

ciliation with America, or Washington's Farewell Address and Webster's First Bunker Hill Oration; Macaulay's Life of Johnson, or Carlyle's Essay on Burns.

MATHEMATICS ($2\frac{1}{2}$ units)*

The preparation for the freshman class will require at least two and one-half years of careful study in the high school. This presupposes a thorough knowledge of practical arithmetic.

ALGEBRA (1 I-2 UNITS)

One and one-half years should be spent in this work, with four or five one-hour recitations each week. The fundamental principles of algebra as given in some good high school text-book, should be thoroughly mastered, and facility and accuracy in the manipulation of algebraic expressions should be attained, as well as an understanding of the meanings of the various operations.

To Quadratics (1 unit).—The course should occupy not less than one hundred and twenty one-hour recitations, and should cover the four fundamental operations; formulas for multiplication; factoring, including the highest common factor and the lowest common multiple; fractions, including complex fractions and ratio and proportion; simple equations, both numerical and literal, with one or more unknown quantities; problems depending on linear equations; radicals, including evolution of numbers and polynomials; exponents, fractional and negative.

Quadratics and Beyond ($\frac{1}{2}$ unit).—This course should occupy not less than sixty one-hour recitations. Quadratic equations, numerical and literal, with one or more unknown quantities, and problems depending on them, formulas of the *Nth term*, with application; the progressions with application to problems.

PLANE GEOMETRY (1 UNIT)

The usual theorems and constructions of some good text-book. The solution of numerous original exercises. Application to the mensuration of plane surfaces.

*Mathematics I will be accepted as an additional unit in mathematics. For a description of this Course, see page 54.

HISTORY (2 units)*

The candidate may offer any two of the following units in history:

Ancient History to 800 A. D. (1 unit).

Mediæval and Modern European History (1 unit).

English History (1 unit).

American History, with the elements of Civil Government (1 unit).

All candidates are strongly advised to offer Ancient History as one unit and either English or American History as the other.

ANCIENT HISTORY.

TEXT-BOOKS.†—Goodspeed, *History of the Ancient World*, Revised Edition (Scribner's); Morey, *Outlines of Ancient History* (American Book Co.); Myers, *Ancient History*, Revised Edition (Ginn); West, *Ancient World* (Allyn and Bacon); Wolfson, *Essentials in Ancient History* (American Book Co.); or an equivalent.

The following books are suggested for a school library for supplementary work: Evelyn Abbott, *Pericles*; Botsford, *History of Greece*; Botsford, *History of Rome*; Botsford, *Story of Rome*; Bulfinch, *Age of Fable*; Church, *Stories from Herodotus*; Cox, *Tales of Ancient Greece*; *Epochs of Ancient History* (ten small volumes, Longmans, Green & Co.); Firth, *Augustus Cæsar*; Fling, *Source Book of Greek History*; Froude, *Cæsar, a Sketch*; How and Leigh, *A History of Rome*; Munro, *Source Book of Roman History*; Pelham, *Outlines of Roman History*; Trollope, *The Life of Cicero*; Wheeler, *Alexander the Great*; and Ginn and Co., *Classical Atlas*.

MEDIÆVAL AND MODERN HISTORY.

TEXT-BOOKS.†—Bourne, *Mediæval and Modern History* (Longmans); Harding, *Essentials in Mediæval and Modern History* (American Book Co.); Myers, *Mediæval and Modern History*, Revised Edition (Ginn); or an equivalent.

The following books are suggested for a school library for supplementary work: Adams, *Civilization During the Middle Ages*; Emerton, *Introduction to the Middle Ages*; Emerton, *Mediæval Europe*; *Epochs of Modern History* (nineteen small volumes, Longmans, Green & Co.); Hazen, *Europe Since 1815*; Henderson, *Historical Documents*; Johnston, *Napoleon*; Robinson, *Readings in*

*A third unit from this group will be accepted.

†Any one text-book of the group is accepted.

European History, One Volume Edition; Robinson and Beard, *The Development of Modern Europe*, two volumes; Walker, *The Reformation*; and Dow, *Atlas of European History*.

ENGLISH HISTORY.

TEXT-BOOKS.*—Cheyney, *A Short History of England* (Ginn & Co.); Walker, *Essentials in English History* (American Book Co.); Wrong, *History of the British Nation* (Appleton); or an equivalent.

The following books are suggested for a school library for supplementary work: Bates and Coman, *English History Told by English Poets*; Beard, *Introduction to the English Historians*; Bright, *History of England* (four volumes); Cheyney, *Readings in English History*; Colby, *Sources of English History*; *Epochs of Modern History* (nineteen small volumes, Longmans, Green & Co.); Gardiner, *Student's History of England*; Gibbins, *The Industrial History of England*; Green, *A Short History of the English People*; Montague, *Elements of English Constitutional History*; and Gardiner, *School Atlas of English History*.

AMERICAN HISTORY.

TEXT-BOOKS.*—Adams and Trent, *History of the United States* (Allyn and Bacon); Ashley, *American History* (Macmillan); Johnson, *High School History of the United States*, Revised Edition (Holt); McLaughlin, *History of the American Nation* (Appleton); Ashley, *American Government*, Revised Edition (Macmillan); Guitteau, *Government and Politics in the United States* (Houghton Mifflin Co.); James and Sanford's *Government in State and Nation*, Revised Edition (Scribner); Schwinn and Stevenson, *Civil Government* (Lippincott); or an equivalent.

The following books are suggested for a school library for supplementary work: Beard, *American Government and Politics* (Macmillan, 1910); Channing, *History of the United States* (three volumes); *Epochs of American History*, Revised Edition (three volumes); Fiske, *The American Revolution* (two volumes); Fiske, *The Critical Period*; Hart, *American History Told by Contemporaries* (four volumes); Johnston, *American Politics*, Revised Edition; Woodrow Wilson, *A History of the American People* (five volumes); and McCoun, *Historical Geography of the United States*.

*Any one text-book of the group is accepted.

All candidates for credit in history should do considerable work in addition to the text-book preparation. The text-book should contain not less than five hundred pages, and the work from fuller accounts in the school library should cover at least four hundred pages.

The following further exercises are recommended: Reading notes, in outline and abstract; map-drawing; a few written reports on subjects assigned the student.

All such work should be presented by the candidate in the form of a loose-leaf note book containing all exercises prepared upon any of the four history subjects, written in ink, arranged in the order of their assignment, and certified and approved by the teacher.

Teachers are urged to get a copy of the *Report of the Committee of Seven on the Teaching of History* (Macmillan, fifty cents); *Revised Report of the Committee of Five* (Macmillan, twenty-five cents); and of the *Hand Book for High School Teachers Containing Courses of Study for North Carolina*, from the office of the Superintendent of Public Instruction, Raleigh. *The History Teacher's Magazine* (McKinley Pub. Co., Philadelphia) will be found invaluable.

Outline map books for each period and loose-leaf note books may be obtained from Atkinson, Mentzer & Grover, of Chicago, or map books from the McKinley Publishing Co., of Philadelphia. A syllabus, or printed outline, is helpful, makes the work definite, and saves time. Several good ones are already published.

In the text-book library of the Department of Education there are many of the texts referred to above.

The head of the department will be glad to send a copy of the directions used in written history lessons, tests, and note-book work to any teacher preparing students for the college.

SCIENCE (1½ units)*

PHYSIOLOGY AND HYGIENE† (1 UNIT).

The candidate must be familiar with the general structure of the body, digestion, circulation, respiration and the nervous system.

*An additional unit in Science will be accepted.

†Physiology and Hygiene, and Physical Geography are required. Physics may be offered.

TEXT.—Fitz's *Physiology and Hygiene*, or Martin's *The Human Body*, Briefer Course, fifth edition revised by G. W. Fitz, M.D.

PHYSICAL GEOGRAPHY* (1-2 UNIT).

This course should include a detailed study of the land forms and physiographic factors. The course will require at least one year.

TEXT.—R. S. Tarr's *New Physical Geography*.

PHYSICS* (1 UNIT).

One year's work, including the principles of mechanics, heat, electricity, sound, and light. About one-third of the time is given to individual laboratory work, which is reported in carefully prepared note books.

TEXT.—Coleman's *Elements of Physics*.

*Physiology and Hygiene, and Physical Geography are required. Physics may be offered.

Requirements for Graduation

To be entitled to a degree or diploma the student must, during her college course, prove herself to be of worthy character and must complete in a satisfactory way the course of work prescribed for the degree or diploma in the school from which she wishes to graduate.

Any subject counted toward a degree or diploma in one school may be counted toward a degree or diploma in another school, provided that the subject, regularly, may be counted toward a degree or diploma in the school concerned.

Each student is required to take at least fifteen hours of work a week. No student may take more than sixteen hours of work a week, except by action of the faculty. Seniors are not required to take more than the number of hours necessary to obtain their degree.

Degrees

The College confers only one degree, Bachelor of Arts. To be entitled to this degree a student must complete the forty hours of prescribed work and, in addition, twenty hours of elective work. On the satisfactory completion of sixty hours of work under the conditions prescribed the student will be recommended for the degree of Bachelor of Arts.

All courses in the freshman and sophomore years are prescribed; eight hours of elective work are offered in the junior year and twelve in the senior.

Work can not be elected from more than five departments. In case that work is chosen from the school of Music, Elocution or Art, each of these schools from which work is taken shall count as one elective department.

Candidates for the A.B. degree must make a grade of eighty in at least one-half of the courses offered for the degree.

General Regulations for Academic Work

Credits

At least one year's work must be taken in every department in which the student wishes credit toward a degree or diploma, or else she must be examined on these subjects.

Credit will not be given on subjects running through the year unless the full year's work is completed.

Seventy-five is the passing grade.

Reports

At the end of each semester a report is sent to the parent or guardian of the student, showing her grade of scholarship and number of absences from recitation and church.

At the ends of the first and third quarters parents or guardians are notified if students are not making satisfactory grades.

Examinations

Examinations are held at the close of each semester in addition to the frequent tests given by individual instructors.

During examination, no student, without permission from the instructor in charge, is allowed to consult any book or document, or have communication with any person except the instructor. Examination papers are accompanied by a written pledge that no aid has been received from any source.

Conditions and Deficiencies

A student who fails on the first semester's work in a subject which she wishes to continue will be allowed to pass off her condition the first Monday of the next April. If she fails at this time, she will be allowed to take another examination

either during the final examinations of the next May or on the Tuesday immediately preceding the opening of the fall semester.

A student who fails on the second semester's work in a subject which she wishes to continue will be allowed to pass off her condition on the Tuesday immediately preceding the opening of the fall semester. If she fails at this time, she will be allowed to take another examination during the final examinations of the next January. A student who does not pass off a condition at either of the two times appointed for semester failures will be required to repeat the semester's work in which she failed before being admitted to a more advanced course.

No student will be allowed an examination on other dates than those arranged above, until she shall have shown good reason for it and paid to the Bursar one dollar for the Library Fund. In the case of conflict with other College duties or illness this fee will be remitted.

Outline of Course for the A.B. Degree

Freshman Year

Latin 1*.....	counting 3 hours.....	page 48
French 1.....	counting 3 hours.....	page 49
or		
German 1.....	counting 3 hours.....	page 50
English Composition 1.....	counting 3 hours.....	page 51
Mathematics 1.....	counting 3 hours.....	page 54
Biology 1.....	counting 3 hours.....	page 57

Sophomore Year

Latin 2.....	counting 3 hours.....	page 48
French 2.....	counting 3 hours.....	page 52
or		
German 2.....	counting 3 hours.....	page 50
English Literature 1.....	counting 3 hours.....	page 52
Mathematics 2.....	counting 3 hours.....	page 54
History 1.....	counting 3 hours.....	page 55

Junior Year

English Composition 2.....	counting 2 hours.....	page 52
Chemistry 1.....	counting 3 hours.....	page 57
Psychology.....	counting 1½ hours.....	page 60
Ethics.....	counting 1½ hours.....	page 60
Electives.....	counting 8 hours.....	

*The figure immediately following the subject refers to the number of course.
For outline of course, see page indicated.

The following courses are offered as Junior Electives:

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
Latin 3—6.....		(49)	Natural Science.....		(58)
French 3.....	3	(50)	Bible 1—5.....		(59)
German 3.....	3	(51)	Education 1 or 2.....		(61)
English Composition 3	1	(52)	Elocution 1—4.....	2	(72)
English Literature 2—4	3	(53)	Art History 1.....	2	(80)
Mathematics 3—5....	3	(55)	Music 4—12.....		(92)
History 2 or 5.....	3	(56)			

Senior Year

Physiology.....	counting	3 hours.....	page	55
Electives.....	counting	12 hours.....	page	

The following courses are offered as Senior Electives:

	Page		Page
Latin 3—6.....	(49)	Natural Science.....	(58)
French 3.....	3 (50)	Bible 1—5.....	(59)
German 3.....	3 (51)	Philosophy 3—5.....	2 (60)
English Composition 3	1 (52)	Education 1—3.....	(61)
English Literature 2—4	3 (53)	Elocution 1—4.....	2 (72)
Mathematics 3—5....	3 (55)	Art History 1.....	2 (80)
History 2—5.....	3 (56)	Music 4—12.....	(92)

Schedule of Recitations

Schedule of Recitations.

47

	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
9.00	French I. English Comp. I (a). History I. Elocution I. English Lit. II.	English Comp. II. Education III. Elocution II.	French I. English Comp. I (a). History I. English Lit. II.	Elocution I. English Comp. II. Education III.	French I. English Comp. I (a). History I. English Lit. II.
10.00	Mathematics I (a). Latin II. History III.	Biology I. French II. Education II. Latin IV. Elocution III.	Mathematics I (a). Latin II. History III.	Biology I. Education II.	Mathematics I (a). Latin II. History V. Elocution III.
11.00	Latin I. French II. Physiology. Elocution IV.	Mathematics II. Physics.	Latin I. Mathematics II. Physiology.	Latin I. French II. Physics. Elocution IV.	Latin I. Mathematics II. Physiology. Physics (Lab.) Elocution II.
12.00	German II. Psychology.	Bible II. History V.	German II. English Lit. I. Psychology.	Bible II. English Comp. III. History V.	German II. Psychology. Physics (Lab.)
1.30	English Comp. I (b). Mathematics I (b). German I. English Lit. I. History II.	Chemistry I. English Lit. IV.	English Comp. I (b). Mathematics I (b). German I. English Lit. I. History II. Geology.	English Lit. IV. Geology.	English Comp. I (b). Mathematics I (b). German I. English Lit. I. History II. Geology.
2.30	Biology (Lab. Sec. a). Art History I.	Biology (Lab. Sec. b). English Lit. IV.	Biology (Lab. Sec. a).	Biology (Lab. Sec. b). Art History I.	

Courses of Instruction

I. Latin

BERTHA LILLIAN LOOMIS, *Professor.*

1. Virgil; Latin Prose Composition.

Required of freshmen.

a. Virgil.

Two hours a week for a year. Tuesday, Thursday, 11. A third hour at the discretion of the professor.

Æneid (Fairclough-Brown, Greenough and Kittredge). Translation at sight; Latin hexameter; Virgil's life and works. Stress is laid not only upon construction, and the use of good English in translation, but also upon appreciation of the author read.

b. Latin Prose Composition.

One hour a week for a year. Tuesday, 11.

Baker and Inglis' *High School Course in Latin Composition*, Part III. Allen and Greenough's *Latin Grammar*.

2. Livy; Horace; Latin Prose Composition.

Required of sophomores. Three hours a week for a year.

a. Livy; Horace.

Two hours a week for a year. Tuesday and Thursday, 10.

LIVY.—Selections from Books XXI and XXII (Westcott).

HORACE.—Selections from the *Odes and Epodes* (Smith, Shorey-Laing).

History of the Augustan Age; the life and personality of Horace; metres and literary style.

b. Latin Prose Composition.

One hour a week for a year. Saturday, 10.

Prepared and sight exercises.

3. Terence; Latin Poets; Cicero.

Open to juniors and seniors. Two hours a week for a year.
Tuesday, Thursday, 1:30.

TERENCE.—*Phormia* (Elmer); Study of the dramatic metres; Roman theatrical antiquities; Terence's life; the origin and development of Latin Comedy.

LATIN POETS.—Selections from Ennius, Catullus, Propertius, Tibullus, Ovid and Martial.

CICERO.—*De Senectute* (Moore); *De Amicitia* (Price). Cicero's views concerning Old Age and Friendship compared with those of modern writers.

4. Roman Private Life. Outline History of Latin Literature.

Open to juniors and seniors. Required of students electing courses 3 or 5. One hour a week for a year. Saturday, 1:30.
Lectures and assigned readings.

5. *Tacitus; Horace; Sight Reading from Pliny.

Open to juniors and seniors. Two hours a week for a year.

TACITUS.—*Agricola and Germania* (Gudeman).

PLINY.—*Letters* (Westcott).

HORACE.—*Satires and Epistles* (Rolfe).

6. *Latin Prose Composition.

Open to juniors and seniors. One hour a week for a year.

Students who are planning to teach Latin are advised to consult the professor regarding this course.

II. Modern Languages

SUSAN ELIZABETH YOUNG, *Professor*.

FRENCH

I. Advanced Grammar; Written Exercises; Translation; Sight Reading; Conversation.

Required of freshmen as alternate of German. Three hours a week for a year. Tuesday, Thursday, Saturday, 9.

*The hour of recitation to be arranged.

TEXTS USED.—*Grammar* (Frazer and Squair), Part II; *La Tulipe Noire* (Dumas); *La Mare au Diable* (Sand); *Les Prescieuses Ridicules* (Moliere); *Athalie* (Racine).

Other texts in reading are often used instead of those given.

2. Prose Composition; Dictation; Translation; Conversation; Sight Reading.

Required of sophomores as alternate of German. Three hours a week for a year. Tuesday, Thursday, Saturday, 11.

TEXTS USED.—*Hernani* (Victor Hugo); *Le Cid* (Corneille); *Le Misanthrope* (Moliere); *La Triade Francaise* (De Musset, Lamartine, Hugo).

Other texts in reading are often used instead of those given.

3. *Prose Composition; Dictation; Conversation; Translation; Sight Reading.

Open to students who have completed courses 1 and 2, or their equivalent. Three hours a week for a year.

TEXTS.—*French Syntax and Composition* (Bouvet); *Le Tartuffe* (Moliere); *Sept Grands Auteurs du XIXe Siècle*; *Introduction à la Littérature Francaise* (Taine).

The texts in reading will be selected from these authors.

GERMAN

1. Advanced Grammar; Written Exercises; Translation; Sight Reading; Dictation; Conversation.

Required of freshmen as alternate of French. Three hours a week for a year. Tuesday, Thursday, Saturday, 12.

TEXTS.—*Practical German Grammar* (Thomas); *Höher als die Keiche* (Von Hillern); *Bilderbuch ohne Bilder* (Andersen); *Immensee* (Storm); *Die Journalisten* (Freitag); *Wilhelm Tell* (Schiller).

Other texts in reading are frequently substituted for the above.

2. Composition and Grammar; Conversation; Translation; Sight Reading.

Required of sophomores as alternate of French. Three hours a week for a year. Tuesday, Thursday, Saturday, 1:30.

*Hour of recitation will be arranged.

TEXTS.—*Composition* (Wesselhoeft); *Hermann und Dorothea* (Goethe); *Die Braune Erica* (Jensen); *Die Harzreise* (Heine); *Vergissmeinnicht* (Zu Putlitz).

Other texts in reading may be substituted for the above.

3. *Prose Composition; Dictation; Conversation; Translation; Sight Reading.

Open to students who have completed courses 1 and 2, or their equivalent. Three hours a week for a year.

TEXTS.—*Composition* (Wesselhoeft); *Nathan Der Weise* (Lessing); *Iphigenie* (Goethe); *Soll und Haben* (Freytag); Lyrics and Ballads.

III. English

ELIZABETH AVERY COLTON, *Professor*.

ELLA GRAVES THOMPSON, *Instructor*.

ENGLISH COMPOSITION

1. English Composition.

Required of freshmen. Three hours a week for a year.
Wednesday, Thursday, Saturday, 9 or 1:30.

Miss Thompson.

First semester: Exposition—special stress on structure. (Weekly themes.)

Second semester: Exposition based on authorities—bibliographies and footnotes; description; simple narration. Weekly themes.

TEXTS.—Perry's *Exposition* (American Book Co.); Nutter, Hersey, and Greenough's *Specimens of Prose Composition* (Ginn & Co.) Masterpieces studied as models of structure and style: Palmer's *Self Cultivation in English*; Stevenson's *Memories and Portraits*; Ruskin's *Crown of Wild Olive*.

Masterpieces for careful reading: *Joan of Arc* and *The English Mail Coach*; *Essays of Elia*; *Heroes and Hero-worship*; *Henry Esmond* or *A Tale of Two Cities*; *Palgrave's Golden Treasury*. [N. B.—The selection of these masterpieces will depend largely on

*The hour of recitation to be arranged.

those presented by the majority of students for admission to the freshman class. See Entrance Requirements in English, page 34.]

2. Argumentation and Exposition.

Required of juniors who do not elect course 3. Two hours a week for a year. Wednesday, Friday, 9.

Miss Colton.

First semester: Argumentation—briefs and forensics.

Second semester: Exposition—critical and interpretative.

TEXTS.—Perry's *Argumentation* (American Book Co.); Winchester's *Principles of Literary Criticism*. Masterpieces for analysis of structure and style: Arnold's *Essays in Criticism*, Second Series; selections from Ruskin, Carlyle, Macaulay, Pater, and Stevenson.

3. *Description and Narration.

- Open to juniors and seniors whose work is approved by the head of the department. One hour a week for a year.

Miss Colton.

First semester: Description. Stevenson's *Inland Voyage* and *Travels With a Donkey* will be studied in order to illustrate the theory of description and to show the technical advance Stevenson made in writing the second book. Daily practice in writing artistic description.

Second semester: Narration. Analysis of short stories by Hawthorne, Poe, Kipling, and Maupassant to bring out the theory of the modern short story. Weekly practice in writing short stories.

ENGLISH LITERATURE

1. Outline History of English Literature.

Required of sophomores. Three hours a week for a year. Tuesday, Thursday, Saturday, 12.

Miss Colton.

The object of this course is to give the student a general survey of English literature and to prepare her for more specialized work.

*Hour of recitation to be arranged.

The course is conducted by lectures and by critical study of selected masterpieces. The lectures follow the course outlined in the *Syllabus of Lectures on the History of English Literature* by the Wellesley College Department of English Literature and *The Century Outlines for a Course in English Literature*. Papers or written reviews every three weeks.

The following masterpieces have been selected for careful reading and class discussion: Tinker's *Translations from Old English Poetry*; *Beowulf*; Chaucer's *Prologue*, *Knight's Tale*, and *Nun's Priest's Tale*; *Sir Gawain and the Green Knight*; Malory's *Morte D'Arthur*; old English ballads; *Everyman*; Spenser's *Faerie Queene*, Book I; Sidney's *Apologie for Poetrie*; songs of the sixteenth century dramatists; Bacon's *Essays*; Plutarch's *Lives—Pericles, Demosthenes, Cicero*; six of Shakspeare's plays; Milton's *Paradise Lost*, Books I and II; seventeenth century lyrics; Dryden's *Absalom and Achitophel*; Bunyan's *Pilgrim's Progress*; Pope's *Rape of the Lock*; Swift's *Gulliver's Voyage to Lilliput*; Goldsmith's *She Stoops to Conquer*; selections from nineteenth century poets.

2. English Drama through Shakspeare.

Open to juniors and seniors. Three hours a week for a year. Tuesday, Thursday, Saturday, 9.

Miss Colton.

This course attempts to trace the development of the drama from the Easter Mystery to Shakspeare; to observe the structure and artistic principles of the Elizabethan drama; and to note the development of Shakspeare's art and his place in Elizabethan literature. Most of Shakspeare's plays will be read in chronological order; several will be studied closely.

3. *English Poetry of the Nineteenth Century.

Open to juniors and seniors. Three hours a week for a year.

Miss Colton.

Careful study of Wordsworth and Coleridge; Shelley and Keats; Tennyson and Browning; with selections from Byron, Scott, Landor, Arnold, Rossetti, Morris, and Swinburne.

*Hour of recitation to be arranged.

4. *Development of English Prose Fiction.

Open to juniors and seniors. Three hours a week for a year.

Miss Colton.

The metrical romance of the fourteenth century; the chivalric romance of the fifteenth century; the sixteenth century experiments with new types; the eighteenth century novel; the nineteenth century romance and novel. Emphasis will be placed on selected masterpieces from the following nineteenth century novelists: Jane Austen, Scott, Dickens, Thackeray, George Eliot, Meredith, Hardy, James.

IV. Mathematics *Math*

LARKIN DOUGLASS WATSON, *Professor*.

1. Algebra and Geometry.

Required of freshmen. Three hours a week for a year.

Tuesday, Thursday, Saturday, 10 or 1:30.

First semester: *Algebra*.—The study of algebra begins at binomial theorem and continues through probability. A thorough understanding of the underlying principles and practice in solving examples is equally emphasized.

TEXT.—Well's *College Algebra*.

Second semester: *Geometry*.—Plane and Solid Geometry, with lectures and parallel reading on the History of Mathematics.

Precision in stating an argument and original investigation on the part of the student are the ends aimed at.

2. Algebra and Trigonometry.

Required of sophomores. Three hours a week for a year.

Wednesday, Thursday, Saturday, 11.

First semester: *Advanced Algebra*.—Completes the subject of algebra, beginning at continued fractions. Trigonometry is taken up.

Second semester: *Trigonometry*.—The subject of Trigonometry, Plane and Spherical, is completed.

TEXT-BOOK.—Wentworth's *Trigonometry*.

*Not offered in 1912-1913.

3. *Analytical Geometry.

Open to students who have completed courses 1 and 2.
Three hours a week for a year.

Loci and their equations, right line, different systems of coördinates, conics, equations of the second degree and higher plane curves. History of Mathematics.

4. *Differential and Integral Calculus.

Open to students who have completed course 3. Three hours a week for a year.

5. *General Astronomy.

Open to students who have completed course 2. Three hours a week for a year.

The course embraces historical and general information concerning celestial phenomena and the relations of the solar system. The course is descriptive, using only so much of mathematics as will enable the student to acquire a good understanding of the facts and the processes by which they have been ascertained. One period of two hours will be given each week to laboratory exercises with atlas, ephemeris and globe such as will thoroughly acquaint the student with the philosophy of the celestial sphere. One period of the course will consist of observations of the heavens with the naked eye and equatorial telescope.

V. History

MARY SHANNON SMITH, *Professor.*

1. European History.

Required of sophomores. Three hours a week for a year.
Tuesday, Thursday, Saturday, 9.

The course is conducted by means of informal discussions, recitations, occasional hour examinations, and a final examination at the close of each semester.

Each student is required to keep a loose-leaf note book and to do a large amount of collateral reading. There are one or two special

*Hour of recitation will be arranged.

papers during the year. Besides the subject-matter of the paper, emphasis is placed on the best way to get and arrange historical material.

This is a sophomore study and should not be taken until English 1 has been completed.

TEXTS REQUIRED.—Robinson, *History of Western Europe*; Trenholme, *A Syllabus for the History of Western Europe*; *Current Events*; *Directions for Written Work in History*.

2. *English History.

Open to juniors and seniors. Three hours a week for a year. Tuesday, Thursday, Saturday, 1:30.

First semester: England from the earliest historic times through the Tudor period.

Second semester: From the Stuart period to the present time.

The method of work is similar to that of History 1, but more advanced. Special emphasis is placed on the relations between England and America.

History 2 may be elected either semester, although students are urged to take the full year's work. It will alternate with 5—Principles of Economics.

TEXTS REQUIRED.—Cheyney, *A Short History of England*; Trenholme, *An Outline of English History*; *Current Events*; *Directions for Written Work in History*.

3 and 4. American History.

Open to all seniors. Three hours a week for a year. Tuesday, Thursday, 10, and a third hour at the pleasure of the Professor.

Courses 3 and 4 are usually given in alternate years.

3. American Colonial and Revolutionary History to 1783.

*4. History of the United States since 1783.

As the students have unusual opportunities for study and research at the State Library, most of the work of the class is done there.

TEXTS REQUIRED.—Channing and Hart, *Guide to the Study of American History*, Revised Edition; *Current Events*; *Directions for Written Work in History*.

*Not given in 1912-1913.

5. Principles of Economics.

Open to juniors and seniors. Three hours a week for a year. Wednesday, Friday, 12, and Saturday, 10.

This course will alternate with History 2.

TEXTS REQUIRED.—Seager, *Introduction to Economics*, Third Edition; *Outlines of Economics*, University of Chicago Press.

VI. Natural Science

J. GREGORY BOOMHOUR, *Professor*.

DR. ELIZABETH DELIA DIXON CARROLL, *Professor of
Physiology and Hygiene*.

1. General Biology.

Required of freshmen. Three hours a week for a year. Lectures, Wednesday, Friday, 10. Laboratory: Section A, Tuesday, Thursday, 2:30-4:30; Section B, Wednesday, Friday, 2:30-4:30.

Each pupil is provided with a compound microscope and dissecting instruments for making a detailed study of typical specimens from each of the principal groups of plants and animals, with reference to their structure, functions and development. The results of these studies and the principles of relationship and classification are discussed in the lectures.

Field excursions constitute a part of this course. Those taking the course should arrange their other duties so that this field work may be done the first Monday of each month.

Laboratory fee, \$2.

2. General Inorganic Chemistry.

Required of juniors. Three hours a week for a year. Lecture, Wednesday, 1:30. Laboratory: Tuesday and Saturday, 9-12.

This course is an introduction to the fundamental principles of Chemistry. Much time is given to laboratory exercises in preparing and studying the more common elements and compounds.

These investigations are made the basis of the lectures. Special attention is directed to chemical substances of commercial importance and to the chemistry of everyday life.

Laboratory fee, \$5.

TEXT.—Remsen's *Briefer Course*.

3. Physiology and Hygiene.

Required of seniors. Three hours a week for a year. Tuesday, Thursday, Saturday, 11.

TEXT.—Kirk's *Hand Book of Physiology*.

4. General Physics.

Open to juniors and seniors. Three hours a week. Thursday, Friday, Saturday, 1:30. Lectures, Wednesday, Friday, 11. Laboratory, Saturday, 11-1.

This course combines laboratory work, classroom demonstrations and lectures, for presenting the most important principles involved in the study of mechanics, sound and light. Special apparatus has been provided for laboratory exercises in this department.

TEXT.—Millikan and Gale's *First Course in Physics*.

5. Geology.

Open to juniors and seniors. Three hours a week. Thursday, Friday, Saturday, 1:30.

A study of the agencies now in operation modifying the surface of the earth, the structure, rocks and minerals of the earth's crust; the history of the development of the earth-structure and of the organic kingdoms.

The department is provided with a small but representative collection of mineral products of the State and minerals and fossils from other States, and the class has access to the State Museum, which contains a large collection of lithological and mineralogical formations.

TEXT.—LeConte's *Elements of Geology*.

The following additional electives are offered in the department of Natural Science

Botany; Zoology; Analytical Chemistry. Each of these electives may be taken in one semester so as to count two hours, or for the

year so as to count three hours. Those expecting to elect in this department should consult with the professor on the day of General Registration at the time the Classification Committee first meets.

Medical Preparatory Course

Young women who propose entering the profession of medicine and who do not feel able to take a four years' course, should give at least a year or two to the study of those branches which form the basis of a medical education. To meet the needs of this class, a two years' Medical Preparatory Course is offered. Where it is found impracticable to take the two years' work, a selection of the more important studies may be made.

The requirements for entrance are the same as those for the A.B. course.

VII. Bible and Philosophy

LEMUEL ELMER McMILLAN FREEMAN, *Professor.*

BIBLE

1. *Old Testament History and Life of Christ.

Open to college students who intend to take only one year in Bible and who do not meet the requirements for other courses. Two hours a week for a year.

2. *Hebrew History and Prophecy.

Intended primarily for sophomores, but open to all classes. Three hours a week for a year.

3. *The Life of Christ.

Open to students who have completed course 2. Three hours a week for the first semester.

4. *The History of the Apostolic Church.

Open to students who have completed course 1 or course 3. Three hours a week for the second semester.

*Hours of recitation to be arranged.

5. *Sunday School Pedagogy.

Open to all college students. One or two hours a week for a year.

Books used are selected from the first six in the Normal Course of the Sunday School Board of the Southern Baptist Convention. There are two divisions of the class. Students may take work in either or in both.

1. Lectures and assigned written work. One hour a week for a year.

2. Written work on assigned books. One hour a week for a year.

PHILOSOPHY

1. Psychology.

Required of juniors. Three hours a week for the first semester. Tuesday, Thursday, Saturday, 12.

2. Ethics.

Required of juniors. Three hours a week for the second semester. Tuesday, Thursday, Saturday, 12.

3. *Logic.

Open to students who have completed psychology. Two hours a week for the first semester.

4. *Sociology.

Open to juniors and seniors. Two hours a week for the second semester.

Special attention is given to present-day social problems and methods of social reform.

5. *The Development of Christian Theism.

Open to students who have completed Bible 1, or Bible, 2, 3, and 4, and psychology. Two hours a week for a year.

The development of the conception of God is traced from the early Semitic period to the present time. Attention is given to the development, as shown in the Old and New Testaments, the influence of Greek, German, and English philosophy, and the modern scientific movement.

*Hours of recitation to be arranged.

VIII. Education

MARY SHANNON SMITH, *Professor.*

It is desirable that all students who expect to teach should know the principles of their profession; but as most women deal, either directly or indirectly with education and the training of children, the following courses should be of general value

1. *†History of Education.

Open to juniors and seniors. Two hours a week for a year.
Wednesday and Friday, at 10.

First semester: History of Education to Modern Times.

A somewhat hurried survey of the educational ideals and practices of the past, with special reference to their influence on the present.

Second semester: History of Education in Modern Times.

A more detailed study of education from the later sixteenth century, with an examination not only of the ideas of the great modern thinkers, but of the changes in the problem following the industrial revolution of the eighteenth century and the rise of democracy in the nineteenth.

The course is conducted by means of informal discussions, recitations, occasional hour examinations, and a final examination at the close of each semester.

Each student is required to keep a loose-leaf note book and to do a large amount of collateral reading. There are one or two special papers during the year. Besides the subject-matter of the paper, emphasis is placed on the best way to get and arrange material.

TEXT.—Monroe, *A Brief Course in the History of Education.*

2. *†Educational Psychology and Child Study.

Open to juniors and seniors. Two hours a week for a year.
Wednesday and Friday, at 10.

First semester: Educational Psychology.

*Courses 1 and 2 are given alternate years. Course 2 not given in 1912-1913.

†Students may count a third hour by extra work under supervision of the professor.

In this course the principles of psychology that apply to teaching are studied in order that education may conform as far as possible to natural laws.

TEXTS.—Thorndike, *Elements of Psychology*; Thorndike, *Principles of Teaching*; collateral reading.

Second semester: The physical and mental development of children.

This subject should have a special interest for all who expect to deal with child-life, whether in the home or school. The work is based on psychology.

TEXT.—Kirkpatrick, *Fundamentals of Child Study*; collateral reading.

There will be lectures, class discussions, and one or two papers.

It is expected that all students will have taken Biology and be taking General Psychology and Ethics.

3. *The Principles of Education and Methods of Teaching.

Open to seniors. Two hours a week for a year. Wednesday and Friday at 9.

First semester: The Principles of Education.

A study of modern educational theory.

TEXTS.—Bagley, *The Educative Process*; McMurry, *How to Study and Teaching How to Study*; Spencer, *Education*; collateral reading.

Second semester: Methods of Teaching.

The work will include a brief survey of the course of study prescribed by the State for the grades and high schools; preparation of lesson plans; instruction in the keeping of a register and in the making of school reports; school laws of the State; lectures on school management.

The students have the privilege of observing in the city public schools. This opportunity is given through the kindness of Superintendent Harper and the Board of Education of Raleigh. The observation of work done by experienced teachers is always of value.

TEXTS.—Bagley, *Classroom Management*; Colgrove, *The Teacher and the School*; text-book library; collateral reading.

*Students may count a third hour by extra work under supervision of the professor. Seniors are strongly advised to elect a third hour in Education 3.

During the year the class will be expected to study the books prescribed by the State for the Teachers' Reading Circles and to read *North Carolina Education* and *Current Events*.

Besides a carefully selected library of modern books on education, the department has also a complete set of the United States Reports from 1867; the Bulletins of the United States Department of Education; a classified list of school reports and courses of study from typical towns, cities, and states throughout the country; a collection of pamphlets and articles on various subjects of current educational discussion and interest; and a text-book library.

Students also have many educational advantages from the situation of Meredith in Raleigh.

Register of College Students

Senior Class

County.

Bass, Elizabeth Anne.....	Wake.
Carter, Marvel Inez.....	Wake.
Ditmore, Lula Caroline.....	Swain.
Edmundson, Eunice Lee.....	Wayne.
Edmundson, Lois Mildred.....	Wayne.
Ervin, Margaret Edna.....	Catawba.
Highsmith, Mamie	Cumberland.
Johnson, Frances Livingston.....	Wake.
Johnson, Ruby Catherine.....	Sampson.
Jones, Sallie Wesley.....	Wake.
Olive, Lida May.....	Wake.
Watson, Kate McArn.....	Scotland.
Wilkinson, Mary Virginia.....	Wake.

Junior Class

Camp, Sallie Shepherd.....	Virginia.
Carroll, Bertha Lucretia.....	Pitt.
Grindstaff, Lucye Evelyn.....	Jackson.
Herring, Hattie Laura.....	Lenoir
Hester, Hally Elizabeth.....	Polk.
Highsmith, Annie	Cumberland.
Horn, Gertrude Cecelia.....	Forsyth.
Johnson, Bessie Frank.....	Sampson.
Josey, Sallie Merriam.....	Halifax.
Kelley, Bernice Christiana.....	Wake.
Memory, Maude	Columbus.
Newton, Margaret Olinda.....	Sampson.
Steele, Mary Susan.....	Scotland.
Tucker, Wallace Burnette.....	Buncombe.

Sophomore Class*County.*

Alderman, Minnie Viola.....	Chowan.
Anderson, Meda Elizabeth.....	Madison.
Benton, Eunice Gertrude.....	Union.
Bullard, Kate Victoria.....	Cumberland.
Bullard, Sallie Leanna.....	Cumberland.
Eddins, Cora Palmer.....	Stanly.
Eddins, Nora Page.....	Stanly.
Farrior, Minnie Bryan.....	Wake.
Fleming, Myrtha Frances.....	Wake.
Futrell, Martha Louise.....	Halifax.
Gosney, Minnie Stamps.....	Wake.
Griffin, Mattie Vivian.....	Chatham.
Gulley, Margaret	Wake.
McKaughan, Annie	Virginia.
Nash, Minnie	Pasquotank.
Petty, Kathleen Louise.....	Guilford.
Sentelle, Jennie Mae.....	Haywood.
Stone, Alma Irene.....	Orange.
Tyner, Cora Leigh.....	Robeson.
Wilkinson, Lillian Agnes.....	Beaufort

Freshman Class

Adams, Helen	Pitt.
Ashworth, Lillie Belle.....	Davidson.
Ballentine, Lillian Mabel.....	Wake.
Barker, Floy Fay.....	Wake.
Beasley, Antoinette	Union.
Bennett, Agnes Louise.....	Vance.
Biggers, Caroline	Union.
Brown, Alberta Newton.....	Buncombe.
Chambliss, Laviece Mae.....	Mecklenburg.
Collins, Inda Grey.....	Wake.

County.

Dawson, Helen Hunt.....	Pennsylvania.
Glover, Ruth Mitchell.....	Bertie.
Grayson, Alda	Rutherford.
Harper, Helen Earle.....	Maryland.
Herring Mary Lucy.....	Sampson.
Higgs, Marguerite Annie.....	Pitt.
Howard, Valeria Johnson.....	Sampson.
Jackson, Pearl Bryant.....	Cumberland.
Johnson, Jeannette Euphemia.....	Scotland.
Johnson, Lois	Davidson.
Jones, Katherine Bernard.....	Wake.
Jordan, Susie Spurgeon.....	Transylvania.
Lamm, Dixie Vance.....	Wilson.
Lee, Mamie Elizabeth.....	Wake.
Lineberry, Martha Bennett.....	Chatham.
Marshbanks, Flossie	Madison.
Martin, Sallie Emma.....	Surry.
Meredith, Katy Lou.....	New Hanover.
Mull, Lou Bessie.....	Cleveland.
McKenzie, Isabel	Robeson.
McNeill, Isabelle	Scotland.
Nance, Lillian Nina.....	Robeson.
Neal, Sue Moore.....	Virginia.
Osborne, Katherine Elura.....	Haywood.
Page, Lida Howell.....	Durham.
Perry, Callie Dorothy.....	Pasquotank.
Perry, Mary Gertrude.....	Pasquotank.
Pierce, Allie Ann.....	Bertie.
Ray, Jane Noaille.....	Wake.
Thomas, Genevieve	Franklin.
Underwood, Rossie Bly.....	Sampson.
Vann, Dorothy McDowell.....	Wake.

County.

Wagstaff, Alese	Sampson.
Watkins, Adelaide Lassiter.....	Vance.
Watkins, Louise Fourman.....	Wayne.
Watson, Fannie Louine.....	Cumberland
Whitaker, Grace Aline.....	Henderson.
Wolfe, Carrie Alice.....	South Carolina.
Woodcock, Leila Edna.....	New Hanover.
Wright, Carrie Inez.....	Franklin.

Special Students

Barrus, Blanche Josephine.....	Wake.
<i>A.B., Meredith College.</i>	
Ponder, Lula Eugenia.....	Cherokee.

Summary

Seniors	13
Juniors	14
Sophomores	20
Freshmen	50
Total	97
Specials	2

Students from other Schools taking work in the College are as follows:

From Elocution classmen.....	5
From Art classmen.....	5
From Music classmen.....	23
	33
From the Academy.....	17
Total	149

School of Elocution

School of Elocution

CAROLINE BERRY PHELPS, O.M., A.M., *Professor*

STUDENT BOSTON UNIVERSITY

EMERSON COLLEGE OF ORATORY, O.M.; ADRIAN COLLEGE, A.M.

STUDENT CORNELL UNIVERSITY

Elocution is valuable in every vocation. A well modulated voice and distinct enunciation are as desirable in conversation as in reading or in dramatic interpretation.

The aim of this school is to give a personal culture in creative thinking and in interpretation; to train teachers and platform artists.

The course of study is arranged to meet the requirements of the best Schools of Elocution.

One play for public presentation will be given the first Monday night in May.

Elocution I, II, III, IV, in class or private lessons, are open to all college students. Not more than six hours of this work will count toward the A.B. degree.

Admission

The requirements for admission to the freshman class are the same as for the A.B. course. (See page 31.)

Requirements for Graduation

The "General Requirements" are the same as for as the A.B. degree. (See page 42.)

To be entitled to the diploma in Elocution the student must have completed, in addition to the regular prescribed course in Elocution, which includes two private lessons each week and twenty-four hours of the work leading to the A.B. degree, six-

teen hours of work to be elected from courses which count toward the A.B. degree. On the satisfactory completion of this work under the restrictions prescribed, the student will be recommended for the diploma in Elocution.

Outline of Course for Diploma in Elocution

1. Class Work.

Required of freshmen. Two hours a week for a year.
Tuesday, Friday, 9.

Private lessons—two half hours a week.

Vocal technique; platform deportment; gesture; extemporaneous speaking; declamation.

TEXTS.—Clark and Blanchard, *Practical Public Speaking*; J. E. Southwick, *Expressive Voice Culture*.

English 1 and Latin 1 required.

2. Class Work.

Required of sophomores. Two hours a week for a year.
Wednesday 9, Saturday 11.

Private lessons—two half hours a week.

Extemporaneous speaking (preparation of material for lectures, interpretative recitals, and readings).

First semester: Parliamentary practice.

Second semester: History of oratory.

TEXTS.—Sear's *History of Oratory*; Roberts' *Rules of Order*.

English 2, Latin 2, and History 1 are required.

3. Class Work.

Required of juniors. Two hours a week for a year. Wednesday and Saturday, 10.

Private lessons—two half hours a week.

First semester: Scriptural interpretation; Shakspeare, one comedy.

Second semester: Goethe's *Faust*.

TEXTS.—Moulton's *Short Introduction to the Literature of the Bible*; Job, *Modern Readers' Bible*; *Faust*, translated by Bayard Taylor; Shakspeare (Hudson Edition).

English 3, 4 and 5 are required.

4. Class Work.

Required for seniors. Two hours a week for a year. Tuesday and Friday, 11.

Private lessons—two half hours a week.

First semester: History of the drama to the time of the miracle, mystery and morality plays (including plays of Æschylus, Sophocles, Euripides).

Second semester: Shakspeare, one tragedy; Robert Browning, special study is given the *Ring and the Book*.

The study of the dramatic is eminently valuable as a means of personal culture; it cultivates the imagination, it broadens the sympathies. The plays are studied in their twofold relation as dramatic art and as literature.

TEXTS.—Moulton's *The Ancient Classical Drama*; Robert Browning's complete works.

English 6, 7, 8, or 9 is required.

Register of Students

School of Elocution

Senior Class

County.

Lovill, Mary Elizabeth.....	Surry.
Oldham, Sallie Pickett.....	New Hanover.
Prevatt, Dovie	Robeson.

Junior Class

Prevatt, Edna	Robeson.
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Freshman Class

Elam, Willie Ola.....	Virginia.
Nance, Beulah	Union.

Special Student

Hudson, Martha Amelia.....	Johnston.
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Summary

Seniors	3
Juniors	1
Freshmen	2
Total	6
Special	1
Students from other Schools electing work in Elocution.....	9
Students from the Academy electing work in Elocution.....	5
Total	21

School of Art

School of Art

IDA ISABELLA POTEAT, *Professor.*

NEW YORK SCHOOL OF ART; COOPER UNION ART SCHOOL, NEW YORK; SCHOOL OF APPLIED DESIGN, PHILADELPHIA; PUPIL OF MOUNIER; CHASE CLASS, LONDON.

ANNA HARDEE PRIDGEN, *Student Assistant.*

MEREDITH COLLEGE SCHOOL OF ART; SPECIAL ART STUDENT COLUMBIA UNIVERSITY; PUPIL OF MISS M. M. MASON AND MRS. BENJAMIN PEARCE VANDERHOOF, NEW YORK.

The Art Department is accommodated in a large and well-adapted Studio on the fourth floor of the Main building. It is furnished with models and such artistic material as is necessary for art work, and is well lighted with large windows and skylights sloping to the north.

The system of instruction in this school is the same as that adopted by the leading instructors of New York and Philadelphia. It seeks to develop originality and encourage the individuality of the student. Art and Nature are brought together in a practical and critical way.

Talks on art will be given regularly throughout the year, and lectures by specialists on leading art subjects will be provided for during the winter months.

An Art Club, which meets once a week for the study of current events, is not only a pleasant social occasion, but gives the students an opportunity to know what is being done in the world of art at the present time. The best art magazines are at the disposal of the students and are reviewed and discussed freely in this club.

No student will be permitted to register in the School of Art for less than one-quarter of a year, or one-half semester.

Art Medal

To encourage originality and develop the true art spirit, Miss Fannie E. S. Heck offers a gold medal for the best piece of original work done in Meredith College, either from life

or nature, or embodying an ideal conception. Any medium may be used. The merit of the work is passed upon by two competent critics not connected with the school assisted by the instructor in charge.

If the work does not reach the required standard the medal will be withheld.

Admission

The general requirements are the same as for admission to the College.

To enter the School of Art in the regular course leading to graduation in art the student must have completed ten units of the Entrance Requirements for the A.B. course. (See page 31.)

Students in the School of Art will be allowed conditions as follows: Modern Languages, one unit; Science or History, one unit; and English or Latin, one unit. All conditions must be removed before the Senior year.

Requirements for Graduation

The regular course in the School of Art will cover four years, but a student is not held back till the end of the year if her work warrants promotion beforehand.

Graduation in the school is intended to include a trip to the Northern cities for the purpose of studying the collections of art to be found there.

Students who have satisfactorily completed the course in the School of Art and who have also completed thirty-three hours of literary work in addition to the ten units offered for entrance, will be entitled to a Diploma of Graduation in the School of Art.

Courses of Instruction

DRAWING

1. First Year Drawing.

Charcoal drawing from geometrical solids and vases; lead-pencil drawing after foliage and flowers from nature; drawing from still-life in crayon, charcoal, pen and ink; flat washes in water-color; modeling, perspective.

All students should take this course, as it is a preparatory class for all the branches taught in the school, and the training obtained here is equally valuable for future portrait-painter, designer and illustrator. It is so arranged that a student progressing from simple to complex, learns to represent the forms and aspects of objects faithfully, and acquires facility in handling the various mediums.

2. Advanced Drawing.

Antique drawing from models of parts of human figures, drawing from full-length figures and casts, drawing from draped life models; advanced modeling; perspective; out-door sketching; composition.

PAINTING

1. Painting from still-life in oil, water-color, and pastel.

2. Color studies of foliage, fruits, and flowers from nature; out-door sketching in all mediums; painting from the head, and the draped life model; perspective; composition; art history.

3. Figure, landscape, and portrait painting from nature; perspective; composition; art history.

APPLIED DESIGN

1. Freshman and sophomore years; Geometrical drawing, free-hand drawing, historical ornament.

2. Junior and senior years: Elements of ornamentation, practical designing, applied design, historical ornament, color harmony, stenciling, and tooled leather.

3. First year china painting: Principles of porcelain decoration, study of technique, flower painting.

4. Second year china painting: Enamels, lustres, and application of original designs.

ART HISTORY

1. Two hours a week for a year. Required of art students and elective for the A.B. degree.

In the junior year a general survey of art history will be given, using as a basis Goodyear's *History of Art*.

Parallel reading is required in the following works, to be found in the libraries of the College and of the city. Work upon these texts is supplemented by such illustrative material as is found in the State Museum and afforded by the architecture of the city, and good prints of the best examples of art are used freely.

TEXTS.—Luebke's *History of Art*; Gardner's *Handbook of Greek Sculpture*; Tarbell's *History of Greek Art*; Bulfinch's *Mythology*; Marquand and Frothingham's *History of Art and Sculpture*; Marquand and Frothingham's *History of Architecture*; Vasari's *Lives of the Painters*; Hurl's *Studies of the Old Masters*; Van Rennselaer's *English Cathedrals*; Muther's *History of Modern Art*; Reber's *History of Ancient Art*; Van Dyke's *History of Painting*; Goodyear's *Mediæval Art*.

2. Two hours a week for a year. Required of art students.

The course consists of lectures and papers on special subjects and periods.

TEXTS.—Winkelman's *History of Ancient Art*; Lessing's *Laoköon*; Reber's *History of Ancient Art*; Reber's *Mediæval Art*; Gardner's *Handbook of Greek Sculpture*; Hamlin's *History of Architecture*; Reinach's *Apollo*; Symonds' *Renaissance in Italy*; Mrs. Oliphant's *Makers of Florence*; Ruskin's *Modern Painters*; Mau's *Pompeii, Its Life and Art*; Lanciani's *Pagan and Christian Rome*; Mrs. Jameson's *Legends of the Madonna*; Hoppin's *The Early Renaissance*; Hoppin's *Great Epochs in Art History*; Luebke's *History of Art*; Walter's *History of Ancient Pottery*; Goodyear's *Renaissance and Modern Art*; Caffin's *The Story of American Painting*; Holmes's *Hakusai*; Van Dyke's *Art for Art's Sake*; Ruskin's *Stones of Venice*.

The following work in the A.B. course is recommended for students in the School of Art.

FRESHMAN YEAR.

French 4 hours.
Mathematics 4 hours.
Elective 3 hours.

JUNIOR YEAR.

English 3 hours.
History 3 hours.

SOPHOMORE YEAR.

Latin 4 hours.
English 4 hours.
Elective 2 hours.

SENIOR YEAR.

English 3 hours.
History 3 hours.

Register of Students

School of Art

Senior Class

County.

Webb, Frances Amis.....Granville.

Junior Class

Middleton, Lucy Duplin.

Sophomore Class

Haire, Mary Viola.....Harnett.

Martin, Velma Davie.

Pridgen, Anna Hardee.....Lenoir.

Watson, Euphenia Livingston.....Robeson.

Williams, Ruth Cleveland.....Virginia.

Freshman Class

Boone, Mrs. Rosa`Holloway.....Wake.

Dawson, Sarah Ruth.....Pennsylvania.

Art Only

Boyce, Flora McNeill.....Wake.

Crittenden, Mrs. Ethel Taylor.....Wake.

Holloway, Margaret Frances.....Wake.

Ray, Elizabeth Madison.

Saunders, Lucy Wake.

Simpkins, Hallie Ola.....Wake.

Thompson, Elligettie Wake.

Summary

Seniors	1
Juniors	1
Sophomores	5
Freshmen	2

Total	9
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Art only	7
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Students from the Academy electing work in Art.....	8
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Students from other Schools electing work in Art History are
as follows:

From College classmen.....	31
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From Elocution classmen.....	2
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From Music classmen.....	3
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	36
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From the Academy.....	2
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Total	62
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School of Music

Faculty of Music School

WADE R. BROWN,

BAKER UNIVERSITY; ARTIST'S AND TEACHER'S DIPLOMA, NEW ENGLAND CONSERVATORY OF
MUSIC; PUPIL OF A. K. VIRGIL, NEW YORK; STERNSCHE CONSERVATORIUM, BERLIN;
PUPIL OF DR. ERNEST JEDLICZKA, BERLIN; B. HUNTINGTON WOODMAN;
PUPIL OF I. PHILIPP, PARIS.

DEAN—PROFESSOR OF PIANO, ORGAN, HISTORY OF MUSIC.

GUSTAV HAGEDORN,

PUPIL OF ADOLF HAHN AND LEOPOLD LICHTENBERG; LATE MEMBER OF CINCINNATI SYMPHONY
ORCHESTRA (FIVE YEARS); PUPIL OF ISSAY BARMAS AND EDGAR STILLMAN-KELLEY, BERLIN.

PROFESSOR OF VIOLIN, ORCHESTRAL INSTRUMENTS,
HARMONY, COUNTERPOINT.

HELEN MARIE DAY,

PUPIL OF CHAS. B. STEVENS AND ARTHUR J. HUBBARD, BOSTON; CHAS. MCKINLEY, NEW YORK;
MME. MATZA VON NIESSON STONE, BERLIN; CLERBOIS, PARIS.

PROFESSOR OF VOICE CULTURE AND ART OF SINGING.

MARY ELIZABETH FUTRELL,

GRADUATE MEREDITH COLLEGE SCHOOL OF MUSIC; ARTIST'S AND
TEACHER'S DIPLOMA, NEW ENGLAND CONSERVATORY OF MUSIC.

PROFESSOR OF PIANO AND ENSEMBLE PLAYING.

GERTRUDE SOUSLEY,

ARTIST'S AND TEACHER'S DIPLOMA, NEW ENGLAND CONSERVATORY OF MUSIC;
PUPIL OF I. PHILIPP, PARIS.

ASSOCIATE PROFESSOR OF PIANO, HISTORY OF MUSIC, ANALYSIS.

HARRIETTE LOUISA DAY,

PUPIL OF MRS. HUMPHREY ALLEN; ARTHUR J. HUBBARD, BOSTON; MME. MATZA VON
NIESSON STONE, BERLIN.

ASSOCIATE PROFESSOR OF VOICE CULTURE.

MRS. WILLIAM JASPER FERRELL,

GRADUATE OF NANSEMOND SEMINARY; PUPIL OF MRS. GREGORY MURRAY, OF
PHILADELPHIA; GRADUATE OF BURROWS KINDERGARTEN SCHOOL.

INSTRUCTOR IN MUSIC PEDAGOGY AND CHILDREN'S CLASSES.

*Meredith College.***BESSIE EMERSON SAMS,****MEREDITH COLLEGE.****INSTRUCTOR IN PIANO.****ADA LOUISE SHEARIN,****MEREDITH COLLEGE.****INSTRUCTOR IN PIANO AND ORGAN.****MINNIE RUTH HAYNES,****MEREDITH COLLEGE.****INSTRUCTOR IN VOICE CULTURE.****JULIETTE LOVING,****MEREDITH COLLEGE.****INSTRUCTOR IN PIANO.****SUPERVISOR OF PRACTICE.**

Aim and Equipment

The school aims at the production of intelligent musicians of liberal culture in the various departments of work.

Each department of the school has at its head a teacher who has been thoroughly trained in the best methods of instruction and has had years of successful teaching experience.

The school is equipped with thirty-six upright pianos, three grand pianos, one pedal piano and two organs, making a thorough equipment for teaching technical and artistic proficiency.

Admission

To enter the regular Music Course leading to a diploma in Music, a student must have completed ten units of the Entrance Requirements for the A.B. course. (See page 31.) She must offer three units of English, one in Modern Language and may be allowed two whole conditions and two slight conditions. In addition she must have sufficient musical and technical training to prepare her to pursue successfully the work of the Freshman year in the department of the School of Music in which she wishes to enter.

Other students may elect Music as one study, but will not be allowed more than two hours practice daily.

Requirements for Graduation

To be entitled to a diploma from the School of Music, the student must have satisfactorily completed the course in Piano, Organ, Violin or Voice, together with the required theoretical courses and literary work (see page 90, Schedule of Studies for Diploma in Music), and must have given a

public recital of standard works (from memory) in a creditable and artistic manner.

Graduates in Voice must have attained the grade of sophomore in piano playing.

Outline of Course of School of Music

FRESHMAN YEAR.

History of Music.
Introductory Harmony and Ear
Training.
Theory.
Ensemble Playing.
Solo Class, Recitals and Con-
certs.
Piano, Organ, Violin or Voice
(two half-hour lessons per
week).
English I.

JUNIOR YEAR.

Advanced Harmony.
Musical Form and Analysis.
Ensemble Playing.
Solo Class, Recitals, and Con-
certs.
Piano, Organ, Violin or Voice
(two half-hour lessons per
week).
German I or French I.

SOPHOMORE YEAR.

Harmony.
History of Music.
Ensemble Playing.
Solo Class, Recitals, and Con-
certs.
Piano, Organ, Violin or Voice
(two half-hour lessons per
week).
English II.

SENIOR YEAR.

Counterpoint.
Advanced History of Music.
Ensemble Playing.
Ensemble Playing.
Solo Class, Recitals, and Con-
certs.
Piano, Organ, Violin or Voice
(two half-hour lessons per
week).
German II or French II.

Schedule of Recitations, School of Music

	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
9.00	Harmony I.	History I.	History III.	Harmony I.	History I.
10.00		History II.		History II.	
11.00	Harmony III.	Harmony II.	Theory.	Harmony III.	Harmony II.
12.00	Harmony I.	Counterpoint.		Harmony I.	Counterpoint.
1.30		Musical Analysis.			Musical Analysis.
2.30		Solo Class.			
3.30			Choir Rehearsal.		
5.00	Ensemble.	Ensemble.	Recital.	Ensemble.	Ensemble.

Department of Theory

1. Introductory Harmony and Ear Training.

Required of freshmen. Two hours a week for a year. Tuesdays and Fridays, 9 or 12.

Professor Hagedorn.

The course embraces the formation and recognition of major and minor scales, triads, and intervals, and all seventh chords. The harmonization of simple melodies employing simple or primary harmonies.

TEXT.—Tapper's *First Year Harmony*.

2. History of Music I.

Required of freshmen. Two hours a week for a year. Wednesdays and Saturdays, 9.

Associate Professor Sousley.

A general survey of Musical History.

TEXT.—Hamilton's *Outlines of Musical History*.

3. Theory of Music.

Required of freshmen. One hour a week for a year. Thursdays, 11.

Professor Hagedorn.

History of notation; accent (natural and artificial); rhythm; tempo; embellishments, acoustics, and orchestral instruments are studied in this course.

TEXT.—Elson's *Theory of Music*.

4. History of Music II.

Required of sophomores. Two hours a week for a year. Tuesdays and Fridays, 10.

Dean Brown.

The development of the art from ancient to modern times is shown, including the Greek modes, systems of notation, the Troubadours and Minnesingers, the beginnings of opera, the orchestra, the

symphony; and during the second semester special attention is given to the great masters and their influence on the development of music.

TEXT.—Henderson's *How Music Developed*.

5. Harmony.

Required of sophomores. Two hours a week for a year.
Wednesdays and Saturdays, 11.

Professor Hagedorn.

TEXT.—Foote and Spalding's *Modern Harmony*.

Figured basses and the harmonization of melodies, employing triads, diminished and secondary seventh chords, modulations, etc.

6. Advanced Harmony III.

Required of juniors. Two hours a week for a year. Tuesdays and Fridays, 11.

Professor Hagedorn.

TEXT.—Foote and Spalding's *Modern Harmony*.

Continuation of the harmonization of melodies, employing altered chords, all nonchordal elements, and pedal point. Harmony completed.

7. Musical Form and Analysis.

Required of juniors. Two hours a week for a year. Wednesdays and Saturdays, 1:30.

Associate Professor Sousley.

TEXT.—Goetschius' *Lessons in Music Form*.

The course embraces analysis of the various musical forms: primary, song, rondo, sonata, and the fugue forms.

8. Counterpoint.

Required of seniors. Two hours a week for a year.
Wednesdays and Saturdays, 12.

Professor Hagedorn.

TEXT.—Goetschius' *Exercises in Counterpoint*.

Counterpoint in the various species of two, three, and four parts.

9. Advanced History of Music III.

Required of seniors. One hour a week for a year. Thursdays, 9.

Dean Brown.

The evolution of music; study of the symphonies, and other standard orchestral compositions.

10. *Music Pedagogy.

Required of seniors. Three hours a week for a year.

Mrs. Ferrell.

A course of lectures dealing with the principles and methods of piano instruction, and practice in teaching under the direct supervision of the instructor, giving students the immediate opportunity of testing the knowledge gained in the lectures.

11. Chorus and Choir Training.

Open to all students having good singing voices. Required of sophomore, junior, and senior students in voice culture and all regular music students having good singing voices. One hour a week for a year. Tuesdays, 8; Thursdays, 3:30.

Dean Brown.

Tuesday evenings are the regular rehearsals of the Raleigh Choral Society in the College auditorium.

Thursday afternoons are the regular rehearsals of the College choir, composed of fifty-two selected voices. The best sacred music—consisting of hymns, chants, and anthems—is studied, and the choir leads the music in chapel exercises, besides being heard occasionally in musical services Sunday afternoons.

12. Orchestra Class.

Open to all students who are sufficiently advanced in playing any orchestral instrument. One hour a week for a year. Wednesdays, 8.

Professor Hagedorn.

*The hour of recitation will be arranged.

The best ensemble music is studied and several concerts are given during the year.

NOTE.—Courses 4, 5, 6, 7, 8, 9, 11, and 12 may count as electives toward the A.B. degree, and as such receive the indicated credit. Course 1, if followed by Course 5, may count toward the A.B. degree. The maximum credit allowed is six hours.

Department of Pianoforte

PROFESSOR: WADE R. BROWN.

ASSOCIATE PROFESSORS: MARY ELIZABETH FUTRELL.
 GERTRUDE SOUSLEY.

INSTRUCTORS: BESSIE EMERSON SAMS.
 ADA LOUISE SHEARIN.
 JULIETTE LOVING.
 MRS. WILLIAM JASPER FERRELL.

The course of study in pianoforte includes all grades of exercises and compositions required for the most systematic development in execution and interpretation, both for teaching and artistic performance. Especial attention is paid to the development of a musical touch and a refined and intelligent style of playing. It will be the effort of the teacher to adapt the instruction to the personal needs of the student.

Students on entering are graded according to the quality, not the quantity, of past work.

I. FRESHMAN.

Technical exercises for the development of flexibility and velocity. Practice of scales, chords, arpeggi, and passage work in various rhythms, selected studies in the grade of the following: Czerny, *Op. 229*; Krause, *Trill Studies, Op. 2*; Heller, *Selected Studies*; Bach, *Little Preludes*.

Easy sonatas and other compositions by standard composers at the discretion of the teacher.

2. SOPHOMORE.

Technical exercises requiring a higher degree of velocity and mental and musical control. Practice of scales, chords, arpeggi, with various accents and rhythmical treatment.

Doering, *Octave Studies*; Cramer, *Selected Studies*; Bach, *Two and Three-part Inventions*; Czerny, *Op. 740*; Sonatas and other standard compositions of medium difficulty.

3. JUNIOR.

Special technical exercises for overcoming the difficulties met with in the works of classic and modern composers.

Kullak's *Octave School, Part I*; Clementi, *Gradus Ad Parnassum*; Kleinmichael, *Special Etudes, Op. 50, Books I and II*; Chopin, *Preludes*; Sonatas and Solo works by Beethoven, Schumann, Mendelssohn, and other compositions of merit, character, and excellence by composers of all periods.

4. SENIOR.

Advanced technical work continued.

Bach, selections from the *Well-tempered Clavichord*; special Etudes of different composers appropriate to this grade; Chopin, the easier Etudes; standard compositions by Beethoven, Mendelssohn, von Weber, Tschaikowsky, Brahms, Greig, etc.

5. GRADUATE COURSE.

For those desiring to perfect themselves more fully in the technic and the artistic rendition of the more difficult Etudes of Chopin, Liszt, Henselt, Rubinstein, etc., and the larger and more important works of the entire range of piano literature, with special reference to working up a repertoire for public performance. Wide discretion will be exercised in selecting works to be studied.

Department of Organ

WADE R. BROWN, *Professor*.

ADA LOUISE SHEARIN, *Instructor*.

The great and growing need for well-trained church organists, and the inadequate means of instruction in this section of the country, justify us in our effort to provide the facilities necessary to enable persons of talent to prepare themselves fully for the responsible work to which a church or concert organist is called.

A large three-manual organ has been installed in the College audi-

torium. The instrument has three manuals, forty-one stops, and 2,068 pipes. It was built by Johnson, of Westfield, Massachusetts.

The course of instruction provides for a thorough training in all that pertains to a mastery of the organ for church or concert use, including drill in fundamental organ technic, special exercises in playing church music, voluntaries, improvization, registration, and the art of accompaniment. The course of study is designed to give a thorough acquaintance with the best composers of the different schools of organ music.

Department of Violin and Stringed Instruments

GUSTAV HAGEDORN, *Professor.*

The training is according to the most modern and approved methods. Those sufficiently advanced are required to take part in orchestral work.

The general outline of study of the Violin Department is as follows:

1. FRESHMAN.

Kaiser's *36 Studies*; Jacques Dont's *20 Progressive Exercises*; Schradieck's *Technical Studies, Book I*, and pieces to suit grade.

2. SOPHOMORE.

Mazas' *Studies, Op. 36*; Dont's *Op. 37*; *24 Preparatory Exercises to Rode and Kreutzer*; Ries, *Op. 26, 15 Violin Studies*; Hrymali's *Scale Studies*. The easier sonatas and pieces.

3. JUNIOR.

Kreutzer's *Forty-two Caprices*; Campagnoli, *Op. 18, 7 Diverissements*; Meertz, *12 Studies for the Bow*; Dancla, *Op. 74*. Easier Beethoven and Mozart Sonatas, and Concertos by Rode, Viotti, and De Beriot.

4. SENIOR.

Fiorillo, *36 Etudes*; Rode, *24 Caprices*; Alard, *Op. 16*. Selections from Bach's Sonatas for Violin Solo; Modern Sonatas by Grieg, etc.; Concertos by Bruch, Mendelssohn, Spohr.

5. GRADUATE COURSE.

Gavinies, *24 Matinées*; Leonard's *Gymnastique du Violin*; Dont's *Op. 35, Op. 1, 25 Studies*; Modern Concertos by Godard, Molique, Vieuxtemps, Spohr, and Fantasies by Leonard, Wieniawski, Hubay, Wilhelmj; Sonatas by Sjögren, Huber, and the more difficult ones of Beethoven.

Department of Voice Culture

HELEN MARIE DAY, *Professor*.

HARRIETTE LOUISE DAY, *Associate Professor*.

MINNIE RUTH HAYNES, *Instructor*.

The course includes such exercises as will give the student the proper use of the vocal organs, the control of the breath, the physiology of the vowels and consonants, the application of the words to music, etc. Students will receive the best possible drill in exercises for obtaining correct use and flexibility of the voice, and will be thoroughly instructed in the use of songs for the home, the requirements of the church, and for the concert stage.

1. FRESHMAN.

Development of the chest; breath control and its influence on tone; breathing allied with attack, tone placing and tone formation; resonance; throaty, nasal, and white tones corrected; tremolo eliminated.

STUDIES.—Behnke and Pearce; Concone; Vaccai.

2. SOPHOMORE.

Exercises for breath control, tone placing, and tone formation continued. Exercises for the equalization of the registers; staccato tone and attack; sustaining tones and supporting the voice on the breath.

Studies by Concone and Vaccai; Easy songs in English.

3. JUNIOR.

Technical preparation; tone coloring; dynamics, the mezzo voce; the portamento; treatment of vowels and consonants; cadenzas, mordents, and trills.

STUDIES.—Concone in Italian; Abt and Marchesi; Songs in English.

4. SENIOR.

Flexibility; the broad dramatic, florid, and coloratura styles; the pure legato; interpretation, style, and diction, expression, phrasing, and enunciation; stage presence.

STUDIES.—Italian Anthology of Song; the oratorio arias; excerpts from standard operas; songs from the German, French, Italian, and English schools.

Second, third, and fourth year vocal students in residence are advised to attend the rehearsals of the Raleigh Choral Society and required to become members of the College choir at the option of the Dean.

Ensemble Playing

Ensemble playing is one of the most practical and useful experiences a student can have, as it improves the general musicianship, especially along the lines of sight-reading and accompanying. Self-control is cultivated by the necessity for careful listening, for steadiness of rhythm, and for quick adjustment to the artistic needs of the moment. To students who are backward in reading music at sight, this practice is invaluable.

Sophomores, juniors and seniors in the Piano Course will devote one hour each week to ensemble playing.

Solo Class

As a preparation for recital and concert playing, a weekly solo class is held, at which all students enrolled in the regular course must appear. This class is of much value to those who are troubled with nervousness or timidity in performing before others. The meetings are of an informal character, and the student receives the benefit of a wider range of work than she alone is able to cover, and her ambition is kindled by observing the work accomplished by others.

Students' Recitals

All music students are required to attend the weekly students' recitals and to take part in them when requested to do so by their teacher.

Faculty Concerts

The Music Faculty give several concerts and recitals during the session, which are free to students of the Music School.

The students have frequent opportunities of hearing noted artists in concert and recital, which is of incalculable benefit to those pursuing a musical education.

The music students are expected to attend all concerts given under the auspices of the school.

Choral Society

The Raleigh Choral Society is an organization of students and local residents, of which the Dean of the School of Music is Director. The Society numbers about one hundred and fifty members. An annual Festival is held in the Spring when a professional orchestra and the best available soloists are engaged and performances of great musical works are given.

The conditions of membership are a voice of fair effectiveness, a correct ear, some knowledge of notation, and regularity in attendance.

The annual dues are \$1.50.

Music Supplies

Music students are expected to deposit a sum of money with the Dean of Music at the beginning of the session, sufficient to pay for sheet music and music supplies used. A ticket will be issued for each deposit, and unused coupons will be redeemed in full at the end of the session. Advanced students will deposit \$5.00; preparatory students, \$2.50.

Register of Students

School of Music

Graduate Students

County.

Loving, Juliette	Cumberland.
Shearin, Ada Louise.....	Nash.
Timberlake, Mary Austin.....	Franklin.

Senior Class

Ashcraft, Florence Myrtle.....	Anson.
Cook, Ruth Burnley.....	Virginia.
Elmore, Mattie May.....	Swain.
MacCullers, Mary Elizabeth.....	Johnston.
<i>A.B., Meredith College.</i>	
Minor, Alleine Richard.....	Granville.
Tyner, Edna Tryphena.....	Robeson.

Junior Class

Boone, Olive Wharton.....	Haywood.
Elliott, Mary Alma.....	Washington
Neal, Hallie May.....	Union.
Pearson, Iva Lanier.....	Harnett.
Poole, Karan Ann Ellington.....	Johnston.

Sophomore Class

Dixon, Lala Lucy.....	Chatham.
Hufham, Bertha Anne.....	Columbus.
Johnson, Katherine Campbell.....	Davidson.
Knowles, Katherine Parker.....	Wayne
Mainor, Mary Oliver.....	Kentucky.
Parker, Janie Baldwin.....	Montgomery.

Meredith College.

Freshman Class

County.

Allen, Ruth	Anson.
Bailey, Sallie Cooper.....	Virginia.
Best, Annalee	Duplin.
Bryan, Pauline McKay.....	Harnett.
Caldwell, Annie Ruth.....	Robeson.
Cooke, Oza Lee.....	Franklin.
DeLoache, Marie Elise.....	Hertford.
Fagge, Gertrude	Rockingham.
Gough, Caroline Melke.....	Robeson.
Grimmer, Mae Frances.....	Virginia.
Hall, Maude Estelle.....	Cumberland.
Hancock, Katherine	Halifax.
Lambert, Alice Irving.....	Virginia.
Lambert, Zella Elizabeth.....	Kentucky.
McGlohorn, Martha Myrtle.....	Pitt.
McIntosh, Sarah Othello.....	Richmond.
McIntyre, Mildred	Robeson.
Newton, Bertha Estelle.....	Sampson.
Poole, Frances Belle.....	Wake.
Sawyer, Florence Belle.....	Camden.
Tomlinson, Elizabeth Coleman.....	Cumberland.
Williams, Nannie Bet.....	Virginia.

Irregular

Clippard, Amy Theodore.....	Cleveland.
Parker, Irene Weller.....	Nash.
Turnley, Louise Annie.....	Davidson.

Music Only

Anderson, Lucile	Wake.
Barrett, Carolyn Elizabeth.....	Nash.
Betts, Vivian Gray.....	Wake.

A.B., Meredith College.

	<i>County.</i>
Betts, William Furman.....	Wake.
Boyd, Claude Monroe.....	Wake.
Bray, Cornelia Jane.....	Surry.
Broughton, Needham Bryant, Jr.....	Wake.
<i>A.B., Wake Forest College.</i>	
Broughton, Rosa Caroline.....	Wake.
Campbell, Silas Franklin.....	Wake.
Carrick, Carey Walton.....	Guilford.
Carter, Grace May.....	Wake.
Carter, Mary Helen.....	Johnston.
Clark, Annie Laurie.....	Wake.
Correll, Mrs. Annie Angel.....	Wake.
Cullom, Edward	Wake.
Dewar, Gladys	Wake.
Durham, Ellen Mary.....	Wake.
Durham, Walters	Wake.
<i>A.B., Wake Forest College.</i>	
Fleming, Pearl	Warren.
Habel, Margaret Royster.....	Wake.
Haynes, Minnie Ruth.....	Surry.
Higham, John V.....	Wake.
Holding, Mildred Moore.....	Wake.
Holloway, Edna Earle.....	Wake.
Hunter, Callie Jackson.....	Wake.
Hunter, Lillie Belle.....	Wake.
Jenkins, Mrs. Martha Franklin.....	Wake.
Jones, Emma Moore.....	Wake.
Kayser, Virginia Graves.....	Nash.
Kirkpatrick, Cleveland Fane.....	Wake.
<i>A.B., University of N. C.</i>	
Mangum, Desdemona Lucy.....	Wake.
Marsh, Elizabeth.....	Cumberland.
Martin, Joseph Byron.....	Wake.

	<i>County.</i>
Moore, Julia Virginia.....	Chatham.
Murphy, Mary Jarvis.....	Washington.
Myatt, Pearl Scott.....	Wake.
Oliver, Mrs. Margaret Hartje.....	Wake.
Park, Frances Caroline.....	Wake.
Peed, Mary Louise.....	Wake.
Rodwell, Alice Simmons.....	Warren.
Rodwell, Irene Rosalie.....	Wake.
Rodwell, James Robert, Jr.....	Warren.
Rogers, Narcissa Grey.....	Wake.
Royall, Elizabeth	Wake.
Stephenson, Lina	Wake.
Thomas, James J.....	Wake.
Thomas, Lula Felt.....	Wake.
Utle, Bessie Helen.....	Wake.
Webb, Mary Edmondson.....	Granville.
Winkler, Mrs. Grace Ball.....	Wake.
Wynne, Annie Lee.....	Wake.

Summary

Graduates	3
Seniors	6
Juniors	5
Sophomores	6
Freshmen	22
Total	42
Irregulars	3
College music only.....	51
Students from other Schools taking music.....	28
Total	124

Summary of Students Taking College Work

Classmen in College	97	
Special College	2	
Students from other Schools taking one or more courses in the College	50	
		149
Classmen in Elocution.....	6	
Special Elocution	1	
Students from other Schools taking work in Elocution.....	14	
		21
Classmen in Art.....	9	
Art only	7	
Students from Academy electing work in Art.....	8	
Students from other Schools taking work in Art History...	38	
		62
Graduates in Music.....	3	
Classmen in Music.....	39	
Irregulars in Music.....	3	
Music only	51	
Students from other Schools taking work in Music.....	28	
		124
Total	356	
Deducting students counted in more than one School.....	138	
Total	218	

Summary by States

North Carolina	202	
Virginia	10	
South Carolina	1	
Kentucky	2	
Pennsylvania	2	
Maryland	1	
Total	218	

MEREDITH ACADEMY

Faculty of Meredith Academy

LUCY DICKINSON, *Principal*,

VASSAR COLLEGE.

ENGLISH.

WILLIAM JASPER FERRELL, A.B.,

WAKE FOREST COLLEGE; STUDENT AT CORNELL UNIVERSITY.

MATHEMATICS.

LULIE BALDWIN MARSHALL, A.B.,

MEREDITH COLLEGE.

SCIENCE.

VIVIAN GRAY BETTS, A.B.,

MEREDITH COLLEGE.

LATIN—MATHEMATICS—FRENCH.

ELLA GRAVES THOMPSON, A.B.,

MEREDITH COLLEGE.

GERMAN.

Admission

It is the desire of the College Faculty and Board of Trustees to coöperate with the high schools and academies throughout the State, to lend them all possible assistance, and to receive their students upon their recommendations. But since many schools in North Carolina do not offer the fourteen units for admission to Meredith College, it is often necessary for students to prepare for college in Meredith Academy.

*Expenses Each Semester

Tuition

First and second years.....	\$25.00
Third and fourth years.....	30.00

Preparatory Department, School of Music:

Piano	\$15.00, \$20.00 and \$25.00
Violin	15.00 and 25.00

Table Board

Main Building	\$60.00
East Building	31.50

Room Rent

Including light, fuel, and water:

Main Building—	{	Front rooms and two-girl rooms.....	\$17.50
		Other rooms in Main Building.....	15.00
Fairecloth Hall			15.00
East Building			12.50
South Cottage			11.25
North Cottage			10.00

Fees

Matriculation fee (applied on Semester's bill).....	\$10.00
Library fee	1.00

*For full statement of payment of fees, etc., see page 26.

Outline of Course.

III

Lecture fee	\$0.75
Gymnasium fee	1.00
Medical fee	2.50
Piano rent, one hour daily.....	4.50
Piano rent, each additional hour.....	2.25

The graduating exercises of Meredith Academy are held each year on the Friday preceding the Commencement week of Meredith College. For 1912-1913 this will be May twenty-third.

Outline of Course, Meredith Academy

First Year

*Latin 2	4 hours.	Physiology	4 hours.
English 1	4 hours.	Physical Geography ...	2 hours.
Mathematics 1	4 hours.		

Second Year

Latin 2	4 hours.	Mathematics 2	4 hours.
English 2	4 hours.	History 2	4 hours.

Third Year

Latin 3	4 hours.	Mathematics 3	4 hours.
English 3	4 hours.	History 3	4 hours.

Fourth Year

Latin 4	4 hours.	English 4	4 hours.
Modern Languages	4 hours.	Physics	4 hours.

*This course will require one or two years, according to the ability and previous training of the student.

Schedule of Recitations

	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
9.00	Latin II. English III.	Latin II.	English III.	Latin II. English III.	Latin II. English III.
10.00	Physiology. Latin IV. History II.	Physical Geography. History II.	Physiology. Latin IV. History II.	Physical Geography. Latin IV. History II.	Physiology. Latin IV.
11.00	History III. Mathematics I.	History III. English IV. Mathematics I.	History III. English IV. Mathematics I.	History III. English IV. Mathematics I.	English IV.
12.00	English II. Latin III. Physics.	English II. Latin III. Physics.	English II. Latin III.	Physics.	English II. Latin III. Physics (Lab.)
1.30	English I. Mathematics II. French.	English I. Mathematics II. French.	Mathematics II. French.	English I. Mathematics II. French.	English I. Mathematics II. Physics (Lab.)
2.30	Mathematics III. German.	Mathematics III. German.	Mathematics III. German.	German.	Mathematics III.

Courses of Instruction

I. Latin

2. Forms and Simple Sentences.

Four hours a week for a year. Tuesday, Wednesday, Friday, Saturday, 9.

Declensions, conjugations, pronunciation, and principles of syntax. Translation and practice in writing simple English into Latin. Reading aloud according to Roman method of pronunciation. Translation from hearing as well as at sight from the printed page.

This course will require one or two years, according to the ability and previous training of the student.

TEXT.—*Latin for Beginners* (D'Ooge).

3. Cæsar—Composition.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Saturday, 12.

Books I, II, III, IV of Cæsar's *Gallic War* (Bennett).

Latin Grammar (Allen and Greenough).

Three hours a week.

Prose Composition (Baker and Inglis, *High School Course in Latin Composition*).

One hour a week.

4. Cicero—Composition.

Four hours a week for a year. Tuesday, Thursday, Friday, Saturday, 10.

Six orations of Cicero (D'Ooge).

Latin Grammar (Allen and Greenough).

Three hours a week.

Prose Composition (Baker and Inglis).

One hour a week.

II. Modern Languages

1. French—Reading, Grammar.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 1:30.

TEXTS.—Fraser and Squair's *French Grammar, Part I. La Tache du Petit Pierre. La Mère Michel et son Chat. Le Tour de la France par deux Enfants.*

Work done from other texts of same grade will be accepted.

2. German—Reading, Grammar.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 2:30.

TEXTS.—Harris's *Lessons in German. Marchen und Erzählungen. Glück Auf. Immensee.*

Work done from other texts of same grade will be accepted.

III. English

1. Composition and Literature.

Four hours a week for a year. Tuesday, Wednesday, Friday, Saturday, 1:30.

COMPOSITION.—Practice in oral and written composition three times a week. Sykes's *Elementary English Composition* (Scribner's Sons). Spelling.

LITERATURE.—Bunyan's *Pilgrim's Progress*, Longfellow's *The Courtship of Miles Standish* and *Evangeline*.

2. Composition and Literature.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Saturday, 12.

COMPOSITION.—Practice in oral and written composition three times a week. Baker and Abbott's *English Composition* (Henry Holt & Co., N. Y.) will serve as a review in Grammar and in sen-

tence structure, and will suggest definite composition work for pupils. Frequent spelling drills.

LITERATURE.—Irving's *Sketch Book*; Lowell's *Vision of Sir Launfal*; Scott's *Lady of the Lake*; Scott's *Ivanhoe*; *Lives of Great English Writers* (Houghton, Mifflin & Co.).

3. Composition and Literature.

Four hours a week for a year. Tuesday, Thursday, Friday, Saturday, 9.

COMPOSITION.—Short themes, three times a week, during the first half year. Longer themes, once a week, during the second year. Brooks and Hubbard's *Composition-Rhetoric*, Part I (American Book Co., N. Y.). Frequent spelling drills.

LITERATURE.—Poe's *Poems and Tales*; Tennyson's *Idylls of the King*; George Eliot's *Silas Marner*; Shakspeare's *Merchant of Venice* and *Julius Cæsar*.

4. Composition and Literature.

Four hours a week for a year. Wednesday, Thursday, Friday, Saturday, 11.

COMPOSITION.—Three paragraph-themes alternating with long themes each week throughout the year. Brooks and Hubbard's *Composition-Rhetoric*, Part II. Frequent spelling drills.

LITERATURE.—Shakspeare's *Macbeth*; Macaulay's *Life of Johnson*; Burke's *Speech on Conciliation With America*; Milton's *Minor Poems*; *Lives of Great English Writers*.

N. B.—(1) In preparing students for college or for *life*, emphasis should be placed on composition work based on experience and observation rather than on *literary criticism*.

(2) *Teacher's Outlines for Studies in English*—Blakely—(American Book Co., N. Y.) will be found very helpful to busy high school teachers.

IV. Mathematics

1. Arithmetic and Algebra.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 11.

First Semester. Arithmetic.

A thorough drill in the principles of arithmetic and the application to practical problems will be given, beginning with interest.

Second Semester. High School Algebra to Fractions (1-2 unit).

The four fundamental operations; simple equations; formulas for multiplication; division by binomial factors; factoring, including highest common factor and lowest common multiple.

This course presupposes a thorough knowledge of practical arithmetic, including fundamental operations (especially of common and decimal fractions and circulating decimals), compound numbers, percentage applications (with and without time), and extraction of square and cube root.

TEXT.—White's *School Algebra*.

2. High School Algebra through Progressions (1 unit).

Four hours a week for a year. Tuesday, Wednesday, Thursday, Saturday, 1:30.

Fractions, including complex fractions and ratio and proportion; simple equations, both numerical and literal with one or more unknown quantities; problems depending on linear equations; radicals, including evolution of numbers and polynomials; exponents, fractional and integer quadratic equations, numerical and literal, with one or more unknown quantities, and problems depending on them; the progressions, with problems depending on them.

TEXT.—White's *School Algebra*.

3. *Plane Geometry (1 unit).

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 11.

The usual theorems and constructions of good text-books, the solution of numerous original exercises, and the application to the mensuration of lines and plane surfaces.

TEXT.—Wells's *Plane Geometry*.

V. History

2. Ancient History to 800 A. D.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 10.

First semester: Oriental Nations, Greece.

Second semester: Rome.

Besides the work in the text-book, there is collateral reading in the library each semester of, at least, two hundred pages. Notes from this reading are taken in ink in a loose-leaf note book. Selected outline maps are filled in. The second semester there are occasional special history papers. Written lessons, or tests, are given every few weeks throughout the year.

All of the written work follows the printed *Directions for Written Work in History as used at Meredith College and Meredith Academy*.

TEXTS.—West, *Ancient World*; McKinley, *Outline Atlas of Ancient History*; *Current Events*.

3. English History.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 11.

First semester: England from the earliest historic times through the Tudor period.

Second semester: From the Stuart period to the present time.

The supplementary work is similar in every way to that of the second year, but more advanced.

*This class is taught by Professor Watson.

The *Directions for Written Work in History* are carefully followed.

TEXTS.—Cheyney, *A Short History of England*; Trenholme, *Outline of English History*; McKinley, *Outline Atlas of English History*; *Current Events*.

VI. Natural Science

1. Physiology and Hygiene (1 unit).

Four hours a week for a year. Tuesday, Thursday, Saturday, 10, and a fourth hour to be arranged.

This course embraces the general structure of the body, digestion, circulation, respiration, and the nervous system and general hygiene.

TEXT.—Martin's *Human Body, Briefer Course*.

2. Physical Geography (1-2 unit).

Two hours a week for a year. Wednesday, Friday, 10.

This course is devoted to a detailed study of the land forms and physiographic factors. The course will require at least one year.

TEXT.—R. S. Tarr's *New Physical Geography*.

3. Physics (1 unit).

Four hours a week for a year. Tuesday, Wednesday, Thursday, Saturday, 12.

One year's work, including the principles of mechanics, heat, electricity, sound, and light. About one-third of the time is given to individual laboratory work which is reported in carefully prepared note books.

TEXT.—Coleman's *Elements of Physics*.

Register of Students

Meredith Academy

Academy IV

	<i>County.</i>
Carson, Carrie Lee.....	Pitt.
Covington, Cornelia Evermond.....	South Carolina.
Davis, Pearl	Alexander.
Doughton, Emorie Boyd.....	Alleghany.
Dunn, Bessie Joe.....	Stanly.
Edwards, Mildred Harrington.....	Halifax.
Floyd, Wrennie	Robeson.
Goodwin, Annie Laurie.....	Scotland.
Gordan, Corinne Park.....	Virginia.
Hooks, Bettie Violet.....	Wayne.
Huff, Leta	Tennessee.
Hurley, Bernice Elizabeth.....	Morganton.
Lancaster, Margaret Forest.....	Robeson.
Lovill, Sarah Matilda.....	Surry.
Neal, Mary Gwynn.....	Virginia.
Osborne, Mattie Wood.....	Haywood.
Parker, Ella	Montgomery.
Short, Martha Annie.....	Nash.
Wade, Margaret Christian.....	Cumberland.
Watkins, Sarah Kirby.....	Wake.
Wooten, May Dee.....	Columbus.

Academy III

Bailey, Esther Wiggs.....	Wake.
Britt, Augusta	Robeson.
Boone, Nina	Guilford
Calvert, Sallie Moore.....	Northampton.
Cooper, Nealie	Sampson.

	<i>County.</i>
Griffin, Pauline Helen.....	Wake.
Hawley, Emma Louise.....	Richmond.
Hosier, Frances Everette.....	Virginia.
Johnson, Mary Lynch.....	Wake.
Lane, Eva Maude.....	South Carolina.
Lunn, Sarah Isabelle.....	South Carolina.
Medlin, Mary Woodward.....	Wake.
Moser, Frances Leona.....	Mecklenburg.
Nye, Mary Thomas.....	Robeson.
Odum, Mae Verona.....	Robeson.
Phillips, Willie Gladys.....	Wake.
Reece, Lucye Virginia.....	Surry.
Reynolds, Lulie Snow.....	Virginia.
Sams, John Robert Loduska.....	Madison.
Sanders, Myrtle	Union.
Smith, Effie Rebecca.....	Wake.
Smith, Ethel Marie.....	Gaston.
Smith, Una Allen.....	Wake.
Stillwell, Laleah Pratt.....	Georgia.
Sustar, Minnie Ethel.....	Mecklenburg.
Vann, Elizabeth Rogers.....	Wake.
Webb, Muriel Elodie.....	Carteret.
Webster, Carolina Carter.....	Chatham.
Wilkins, Margaret Blount.....	Cumberland.
Williams, Clyde Orma.....	Duplin.
Williams, Pauline Jeanette.....	Georgia.
Winstead, Hazel Hampton.....	New Hanover.

Academy II

Alford, Ora Alice.....	Wake.
Armfield, Annie Laurie.....	Union.
Ayers, Nora Eliza.....	Robeson.
Beard, Claudia Leon.....	Robeson.

County.

Campbell, Viola Allen.....	Iredell.
Coleman, Aurelia Brown.....	Person.
Downing, Berline	Cumberland.
Ferrell, Mary Lois.....	Wake.
Fields, Vella Verregin.....	Alleghany.
Flowers, Minnie Lee.....	Wilson.
Freeman, Sallie	Nash.
Galloway, Margaret Cardwell.....	Surry
Harper, Lillian Gertrude.....	Nash.
Hartzog, Willie McCall.....	South Carolina.
Harward, Mamie Adams.....	Wake.
Johnson, Almira Eleanor.....	Wake.
Jordan, Mary Alice.....	Wake.
King, Vera Margaret.....	Wake.
Knight, Cassie Mildred.....	Wake.
Knight, Mary Elizabeth.....	Wake.
Komp, Adah Robinson.....	Pitt.
Marley, Catherine Hill.....	Robeson.
May, Ruth	Carteret.
McKay, Mary Christiana.....	Harnett.
McNair, Leola Clyde.....	Robeson.
Perry, Goldie Virginia.....	Chowan.
Prevatt, Beulah	Robeson.
Roberson, Mary Elizabeth.....	Nash.
Runnion, Eloise Anna.....	Tennessee.
Sorrell, Ollie Claire.....	Wake.
Spivey, Josie Barrette.....	Bertie.
Taylor, Mollie Elizabeth.....	Jones.
Whitaker, Nellie Etta.....	Franklin.
Whitman, Elizabeth	Kentucky.
Wise, Susan Serepta.....	Pamlico.
Yarboro, Leona Ione.....	Cumberland.
Young, Lillian Russell.....	Wake.

Academy I

	<i>County.</i>
Ayers, Bessie Jane.....	Robeson.
Farrior, Hettie Pickett.....	Wake.
Harp, Elam Green.....	Wake.
Hunter, Malvina Elizabeth.....	Wake.
Lang, Ruth	Pitt.
Lowry, Annie May.....	Wake.
Lowry, Carrie Belle.....	Wake.
Pace, Mamie Harriett.....	Wake.
Pearce, Mamie Gladys.....	Wake.
Temple, Omah Nancy.....	Wake.
Weathersbee, Minda Florine.....	Nash.
Woodley, Annie Estelle.....	Tyrrell.

Summary

Fourth year	21
Third year	32
Second year	37
First year	12
Total	102
Special	1

Students from other schools taking work in the Academy are as follows:

From college classmen.....	17
From elocution classmen.....	3
From art classmen.....	2
From music classmen.....	13
	35
Total	138

Elementary Grades*

Seventh Grade

Curtice, Sanger Cooper	Mangum, Grace
Edwards, Lena Lee	Sanderford, John William
Johnson, Arthur Taylor	

Sixth Grade

Hunter, Rufus Adolphus	Stone, Thelma
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Fifth Grade

Douglas, Margaret	Pritchett, Wade Bryan
Farrior, Mary Frances	Ray, Bessie Thomas
Moseley, Albert Meredith	Ray, Hardy Murfree
O'Kelly, Thos. Washington, Jr.	Ray, Mary Sumner
Penny, Huell E.	

Grades One to Four

Birdsong, Edwin Gray	Lineberry, Margaret
Boushall, Francis McGee	Moncrief, Adiel Jarrett, Jr.
Briggs, James Ethelbert	Moseley, Thomas Bedford
Dockery, Claudius	O'Kelly, Mary Cutliffe
Dowell, Horace Kirby	Penny, Allen Lyon
Ellington, Josephine Woolcott	Reddish, Ethel Elizabeth
Goodwyn, Charles Halford	Sherman, Franklin
Hood, Crawford	Stallings, Nora
House, Lena Carr	Staudt, Janie Helen
Hunter, Margaret Eugenia	Waring, Elmer
Jenkins, Mildred McKee	Waring, Lawrence
Johnson, Charlotte Elizabeth	Williams, Frances Moring
Lineberry, Annie Ruth	Young, William Ellington

Summary

Grade seven	5
Grade six	2
Grade five	9
Grades one to four.....	26
Total	42

*The work in these grades is discontinued aft r 1911-1912.

Preparatory Music Only

	<i>County.</i>
Allen, Virginia Caroline.....	Wake.
Allen, Susie Dent.....	Wake.
Baker, Louise	Wake.
Brown, Isabel	Wake.
Conn, Hannah Hines.....	Wake.
Cooper, Mary Louise.....	Wake.
Ervin, Annie Laurie.....	Wake.
Ferrell, Ethel	Wake.
Ferrell, Ina	Wake.
Gatling, Sarah Louise.....	Wake.
Gold, Margaret Howard.....	Wake.
Gosney, Hilda Jackson.....	Wake.
Hinton, Martha Macon.....	Wake.
Holloway, Kenneth	Wake.
Holloway, Miriam	Wake.
Horton, Exum	Wake.
Horton, Savon Ione.....	Wake.
Jones, Lucy Penelope.....	Wake.
Kearney, Mary Williams.....	Franklin.
Maxwell, Hazel Meredith.....	Wake.
Myatt, Mildred Perry.....	Wake.
Ray, Johnis Clarice.....	Wake.
Ray, Lena Maybell.....	Wake.
Robertson, Elizabeth Prince.....	Wake.
Rogers, Annie Thompson.....	Wake.
Royster, Margaret Reece.....	Wake.
Smethurst, Mattie Eliza.....	Wake.
Smith, Daisy McDonald.....	Wake.
Smith, Katherine	Wake.

	<i>County.</i>
Stevens, Katherine Lawrence.....	Wake.
Stevens, Marjorie McKee.....	Wake.
Timberlake, Agnes Cotton.....	Wake.
Wiggs, Estelle Thomas.....	Wake.
Womble, Noy Ellen.....	Wake.
Wynne, Mary Louise.....	Wake.

Primary and Kindergarten Music

County.

Barrett, Margaret Millard.....	Wake.
Clark, Marjorie Louise.....	Wake.
Cooper, Annie Rebecca.....	Wake.
Cooper, Carrie Rebecca.....	Wake.
Cross, Elizabeth Murray.....	Wake.
Denton, Vivian Elizabeth.....	Wake.
Dewar, Susan	Wake.
Dunn, Marion Lanier.....	Wake.
Eason, Jessie Delia.....	Wake.
Farmer, Edith	Wake.
Carvin, Marian Lee.....	Wake.
Gold, Julia Pipkin.....	Wake.
Gowan, Olivia	Wake.
Harding, William Thomas, Jr.....	Wake.
Heilig, Margaret Cotton.....	Wake.
Horton, Lillian Myatt.....	Wake.
Hughes, Katherine	Wake.
Jeffrey, Isabel Margaret.....	Wake.
King, Leola May.....	Wake.
Kitchin, Elizabeth Gertrude.....	Wake.
Litchford, Ann	Wake.
Mallard, Jennie	Wake.
Marshall, Ethel	Wake.
Martin, Maury	Wake.
Norwood, Mary Elizabeth.....	Wake.
Norwood, Ruth Martin.....	Wake.
Riddick, Anna Ivey Jones.....	Wake.
Riddick, Narcissa Daniel.....	Wake.
Rogers, Irma May.....	Wake.
Rogers, La Ruth.....	Wake.

County.

Sheets, Ruth Litchford.....	Wake.
Strickland, Lois Frances.....	Wake.
Williamson, Gladys Mial.....	Wake.
Womble, Alberta Holmas.....	Wake.
Wynne, Elizabeth	Wake.
Yarboro, Katherine Louise.....	Wake.

Summary

Preparatory Music only.....	35
Primary and Kindergarten Music.....	36
Number of Academy students taking music.....	63
Total	134

Summary of Students Taking Academy Work or Preparatory Music

Academy	102
Students from other Schools taking work in the Academy...	36
Elementary Grades	42
Preparatory Music	135
Total	315
Deducting names counted more than once.....	100
Total	215

Summary by States

North Carolina	202
Virginia	4
Georgia	2
Tennessee	2
Kentucky	1
Total	215

NOTE.—For all boarding students, whether in the College or the Academy.

On September 10th and 11th a committee of the Meredith College Young Women's Christian Association will meet all students at the Union Station and will conduct them to the College; parents, unless they prefer to do so, therefore need not feel that it is necessary for them to come to Raleigh with their daughters.

Each student should bring with her pillow cases, sheets, napkins, towels, a blanket or comfort, and such toilet articles as she may need. Each article to be laundered must be marked with indelible ink.

From November 1st students will be required to wear high shoes and either lined waists or undershirts with long sleeves; they must also wear a light weight wrap when leaving their residence buildings. These regulations will continue in force until notice of discontinuance has been posted by the Lady Principal. Overshoes must be provided for rainy days.



